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ABSTRACT

Intended for parents, teachers, school administrators, and parent and community groups, this guide lists resources and services available from 34 National Coalition for Parent Involvement in Education member organizations to ensure that parents and schools are involved as equal partners in providing quality education for all children. The guide is composed of profiles of the organizations, and highlights their mission, policies, services, projects, training, studies, and publications related to parent involvement, family support, education, and community involvement in education. Contact persons are also listed. Resources provided by the organizations listed relate to: (1) family education; (2) family support services; (3) home-school communication; (4) volunteer programs; (5) home learning activities; (6) school improvement; (7) governance and advocacy; (8) parent involvement research; (9) policies; and (10) program models. Resources provided by the organizations listed also target each educational level from elementary through college, bilingual and special education, single and teen parents, low-income families, working parents, and Hispanic and African American families. (SM)

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GUIDE TO PARENT INVOLVEMENT RESOURCES

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1992

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Introduction

It is with great pleasure that the Council of Chief State School Officers (CCSSO) and the other 33 member organizations of the National Coalition for Parent Involvement in Education (NCPIE) produce this **Guide to Parent Involvement Resources**. This publication is designed for parents, teachers, school administrators, and parent and community groups as a guide for identifying the wealth of resources and services that are available from NCPIE member organizations to ensure that parents and schools are involved as equal partners in providing quality education for all children.

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide non-profit organization of the 57 public officials who head departments of public education in the 50 states, five U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. It has functioned as an independent national council since 1927 and has maintained a Washington office since 1948. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of committees and task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The CCSSO Resource Center on Educational Equity provides services designed to achieve equity and high quality education for minorities, women and girls, and for the disabled, limited English proficient, and low income students. The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to assure education success for all children and youth, especially those placed at risk of school failure.

Werner Rogers (Georgia), President
Bill Honig (California), President-Elect
Gordon M. Ambach, Executive Director
Cynthia Brown, Director, Resource Center on Educational Equity

National Coalition for Parent Involvement in Education

The National Coalition for Parent Involvement in Education (NCPIE) is dedicated to the development of family/school partnerships in schools throughout America. NCPIE's mission is to advocate for the involvement of parents in their children's education and to foster relationships between home, school and community that enhance the education of all our nation's young people. Through regularly scheduled meetings in Washington, D.C., coalition members share information and initiate collaborative efforts and projects. Because NCPIE membership includes the major education associations and advocacy groups in this country, we are able to present information about a broad range of publications, training and other services that represent the very finest resources available in the areas of community involvement and family education, support, and involvement.

NCPIE seeks to recommend specific ways parents, teachers, other educators and community leaders can strengthen relationships between schools and parents and believes that parent involvement programs should match the needs of the parents, schools and the community. Although initial efforts to establish parent involvement activities generally do not include all of these elements, NCPIE recommends a comprehensive reciprocal approach to family-school partnerships that incorporates the following concepts:

1. ***Parents and Schools as Communicators:*** *Parents and schools should communicate with each other about school programs, discipline codes, learning objectives, and children's progress. This sharing of information can be accomplished through newsletters, school handbooks, parent-teacher conferences, open houses, informal messages, and telephone calls. Schools can work through community-based organizations to develop relationships with parents from diverse cultural backgrounds and others who previously have not been involved actively in school-parent activities.*
2. ***Parents and Schools as Supporters****: Parents support schools and children's learning in many ways: as volunteer tutors; as field trip supervisors; as classroom assistants and curriculum resources; as lunchroom, health room and administrative office assistants; as organizers of school events and assemblies; and by attending student performances, sports events and other school-related activities. Schools have an opportunity to support students and their families by forming collaborative relationships with the myriad public and private agencies that provide family support services. These relationships may include partnerships with public health and human services agencies, local businesses, higher education systems, youth-serving organizations, religious, civic and other community-based organizations.*
3. ***Parents and Schools as Learners****: Parents can participate in programs to foster the development of their knowledge and skills. These learning activities may include GED preparation, literacy instruction, basic adult education, job training, continuing education, child development instruction and parenting education. To support these community education activities, schools can offer the use of facilities and other resources. Schools can also encourage teachers and other personnel to learn about the cultural and community values and practices that are common to their students and their families.*
4. ***Parents and Schools as Teachers****: Parents have the opportunity to model and support children's education through home-learning activities. This includes ensuring that children's health and environmental conditions are conducive to learning. Parents can supervise children's homework and model support for education through their own continuing education activities. Educators can play an important role in teaching parents about the school's expectations for student learning, including curriculum options, graduation requirements, and the school- and community-based services that support student growth and learning.*

5. ***Parents and Schools in Shared Governance****: As members of advisory councils, PTAs, or other groups, parents can advocate for change, help develop school improvement plans, and participate in school governance. These groups can lead the community in assessing school needs and developing goals. Teachers and other school-site personnel can share in the school governance role.*

At this time when there is nearly universal consensus concerning the importance of family and community influences on children's educational success, it is particularly important that parents and school personnel have access to information about how they can work together most effectively to ensure that all children succeed in school. By producing and disseminating this **Guide**, the National Coalition for Parent Involvement in Education hopes to make that information available to parents and educators alike, and, thereby, increase the likelihood of educational success for all children.

Elena Pell (The ASPIRA Association, Inc.),
NCPIE Chair
Sue Ferguson (National Information Center
for Children and Youth with Disabilities),
NCPIE Vice Chair

Acknowledgements

The production of the **Guide to Parent Involvement Resources** has been a collaborative effort of the Council of Chief State School Officers (CCSSO) and the National Coalition for Parent Involvement in Education (NCPIE). Because NCPIE is essentially a network of national organizations that promote effective family-school partnerships, it depends on the resources and volunteer efforts of its membership organizations for leadership and staffing of special projects.

In 1991, the Council of Chief State School Officers provided the leadership for NCPIE. NCPIE acknowledges its appreciation to the Council's Resource Center on Educational Equity for providing staffing for the production of the **Guide**; to Linda Moore, Director of the CCSSO Community Education Project, who as the 1991 NCPIE Chair, was responsible for supervising the production of the **Guide**; and to Caroline Allam, CCSSO Project Assistant, who completed the research and production of the **Guide**.

We wish to thank additional representatives of NCPIE member organizations for their special contributions: Pat Spahr of the National Association for the Education of Young Children, and Gary Hanna and Oliver Moles of the U.S. Department of Education for direction and guidance; Kathleen Kinney, member of the National Association of School Psychologists, and Denise Alston (formerly) of the Children's Defense Fund for editorial assistance; and Anne Henderson of the National Committee for Citizens in Education for initiating the original work on the **Guide**.

Finally, both CCSSO and NCPIE are especially grateful to the Charles Stewart Mott Foundation for its generous financial support for the publication of the **Guide**.

How to Use This Guide

The **Guide to Parent Involvement Resources** is composed of profiles of NCPIE member organizations that highlight their policies, services, projects, training, studies, and publications related to family support, education, and involvement, and, more broadly, community involvement in education.

We encourage readers to browse through the **Guide** and to use the Index of key words to locate specific topics. The Index includes topics in three general categories:

1. Specific types of parent involvement, including parent education, family support services, home-school communication, volunteer programs, home learning activities, and school improvement, governance and advocacy.

2. Parent involvement research, policies, program models, partnerships, and general information and referral.

3. Resources targeted for families, teachers, principals, school councils, parent groups, school districts, school boards, state education agencies, business, early childhood education, elementary school, middle grades, high school, higher education, bilingual education, special education, and special outreach to single parents, teen parents, low-income families, working parents, and Hispanic and African American families.

To locate more information on an organization's parent involvement policies, services, projects, and training, please call or write the organization directly and refer to the "Contact Person(s)" listed in each profile. To request a publication, please contact the organization's publications department directly for up-to-date pricing information and ordering procedures.

Additional copies of the **Guide to Parent Involvement Resources** can be ordered for $10.00 plus $2.00 shipping and handling from the National Committee for Citizens in Education, 900 2nd Street, N.E., Suite 8, Washington, D.C. 20002-3557 or 202-408-0447 and FAX 202-408-0452.

Copies of updated 1992 NCPIE brochures are available as of September 1992—**Developing Family/School Partnerships: Guidelines for Schools and School Districts** and **Introducing the National Coalition for Parent Involvement in Education**. Send written requests to the National Coalition for Parent Involvement in Education, Box 39, 1201 16th Street, N.W., Washington, D.C. 20036.

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American Association of School Administrators (AASA)

1801 North Moore Street
Arlington, Virginia 22209
703-528-0700
FAX 703-841-1543

Overall Mission

AASA is the organization of school system leaders which seeks to ensure the highest quality education systems for all learners through the support and development of leadership. 1

Parent Involvement Publications

Public Relations for Administrators 1.1
$7.95, Stock #021-00146
Demonstrates test-proven ways to communicate more effectively with staff, students, parents, board members, business people, nonparent taxpayers, and other members of the community.

Home/School/Community Involvement 1.2
$12.95, Stock #021-00214
Features what schools are and can be doing in a changing America to take full advantage of community resources and how they can encourage the community to use school resources. Practical advice on how to set up effective involvement programs to meet changing educational needs, including whom to involve, when, and how.

Partnerships: Connecting Schools and Community 1.3
$12.95, Stock #021-00182
Includes accounts of hundreds of successful partnerships between public schools, and local, state, and national businesses; universities; foundations; and others committed to working with schools. Successful tips on what to do and how to do it.

Community Education: Managing for Success 1.4
$9.95, Stock #021-00202
Highlights school districts across the nation operating exemplary programs that effectively serve the educational needs of all segments of the community.

Building Public Confidence in Our Schools 1.5
$.60 each, Stock #021-00830. Discount rates on bulk orders.
Filled with ideas and suggestions that can lead to better communication, improved attitudes, and increased support of excellent education.

Helping Your Child Communicate 1.6
$2.50 each, Stock #021-00305. Discount rates on bulk orders.
A chronological look at communicating that provides tips on how parents can help their children build communication skills from infancy through adolescence. Features advice on what to do if a child won't talk; active listening; and how to provide encouragement, handle lying, communicate values, and make communication a habit. Includes "Five Ways to Turn Off Communication" and an "Effective Communications Checklist."

Parents. . .Partners in Education 1.7
$.60 each, Stock #021-00902 (English)
$.60 each, Stock #021-00903 (Spanish)
$.70 each, Stock #021-00197 (Cambodian)
$.70 each, Stock #021-00198 (Hmong)
$.70 each, Stock #021-00199 (Lao)
$.70 each, Stock #021-00206 (Vietnamese)
Discount rates on bulk orders.
Filled with dozens of suggestions for parents on how to get involved in their children's education.

Parents..Partners in Education 1.8
Video, $195.00, Stock #021-00905
Designed to initiate productive discussion on parents' role in children's education among parents, staff, and community groups. Includes workable ways parents can help children with math, language arts, reading, and other subjects.

What to Do if. . .A Guide for Parents of Teenagers 1.9
$2.50 each, Stock #021-00299. Discount rates on bulk orders.
Takes a positive, family-oriented approach to the specific challenges linked to the teenage years, including premature sexuality, alcohol and drug abuse, eating disorders, and suicidal depression. Includes advice from parents and teenagers; a list of information and referral hot lines; communication tips; and suggestions for giving and finding the right support. Spanish version available in March, 1992.

Parenting Skills: Bringing Out the Best in Your Child 1.10
$2.50 each, Stock #021-00252. Discount rates on bulk orders.
Explores how parents can help their child through the developmental phases, from birth through college-age, in order to do well in school and in life. Expert advice and checklists and tips on promoting self-discipline, self-esteem, love of learning, and communication skills.

Contact Person

Marion Hunt, Publications, 703-875-0730

The ASPIRA Association, Inc.

National Office
1112 16th Street, N.W., #340
Washington, D.C. 20036
202-835-3600
FAX 202-223-1253

Overall Mission

The ASPIRA Association, Inc. is a national nonprofit organization serving Puerto Rican and other Latino youth and their families through leadership development and education. ASPIRA Associate Offices are located in New York, Puerto Rico, Illinois, New Jersey, Pennsylvania, Florida, and Connecticut. The ASPIRA National Office in Washington, D.C. provides resources, information, and technical assistance to ASPIRA's Associate Offices. 2

For thirty years, ASPIRA's central mission has been the socioeconomic development of the Puerto Rican and greater Latino community. To fulfill that mission, it has worked with Latino youth to develop the potential to empower their community, providing them with the emotional, intellectual, and practical resources they need to remain in school and contribute to their community.

Parent Involvement Activities

Services

- ASPIRA's local parental involvement activities include training and assistance to parents through publications, workshops, seminars, and technical assistance. 2.1

Projects

2.2 ASPIRA has initiated numerous national and regional parental involvement demonstration projects. In 1991, the ASPIRA Association, Inc. National Office completed a three-year demonstration project in nine U.S. cities to explore locally relevant models for Hispanic community involvement in education. The **Hispanic Community Mobilization for Dropout Prevention** project utilized ASPIRA's network and skills to mobilize Hispanic parents in order to improve their children's opportunities for educational success. As a result of these endeavors, ASPIRA National Office published the first of two volumes of a parent curriculum (see under Publications list).

2.3 In 1992, ASPIRA launched several pilot demonstration projects in educational partnership and involving parents in higher education issues. The **Teacher, Organizations, and Parents for Students (TOPS)** educational partnership programs focus on creating adult support teams to assist individual children through mentoring and academic guidance. TOPS will assist middle grade students in identifying academic and personal goals and provide a framework for meaningful, child-centered parent and teacher support in helping the student. TOPS project sites are in Camden, New Jersey; Miami, Florida; San Juan/Carolina, Puerto Rico; Chicago, Illinois; and in six Texas cities.

2.4 The ASPIRA **High HOPES (Hispanic Opportunities through Parent Educational Support)** Project addresses parents' awareness of the importance of post-secondary education, familiarity with the system of higher education, and methods by which they may play a more significant role in their children's higher education. High HOPES sites are in Chicago, Illinois and in the Bronx, New York. In January 1992, ASPIRA also received a six month planning grant to develop a new initiative for training parents on how to strategize improvement for education in their communities. **ASPIRA Parents for Educational Excellence (APEX)** will unite ASPIRA's substantive efforts to build family/school partnerships and community-based leadership development into a single initiative. ASPIRA of Pennsylvania will serve as the APEX field test site.

Training

- 2.5 ASPIRA has provided technical assistance and training to schools, agencies, and organizations that wish to better involve Hispanic families in education and improve their outreach within Hispanic communities.

Parent Involvement Studies and Publications

2.6 *Making the Most of Your Child's Education: A Guide for Parents* Volume I, 64 pp. and *Making the Most of Your Child's Education: More Topics for Parents* Volume II, 44 pp. 1989, $5.00 each. Discount rates for bulk orders. Available in Spanish and English. Booklets discuss the need for Hispanic parental involvement in education both at home (Volume I) and in schools (Volume II). Included in each easy-to-read chapter are real-life examples, group discussion questions, and role playing exercises. Topics were chosen from responses given in interviews with Hispanic parents and practitioners. Chapters were field tested with Hispanic parents in four U.S. cities and Puerto Rico.

ASPIRA Five Cities High School Dropout Study (1989) 2.7

Results of a two-year national study on Hispanic students' decisions to drop out or stay in school.

- *Characteristics of Hispanic High School Students* 170 pp.
- *Focus on Parents* 12 pp.

Latinos and the Dropout Crisis: The Community Solution 2.8

1991, 24 pp.

Documents the ASPIRA Process of community involvement for dropout prevention.

Research Notes focusing on parent involvement 2.9

School Choice Issue Brief 2.10

ASPIRA News 2.11

Subscription rate: $10.00 per year

Quarterly newsletter includes coverage of events in all offices, interviews, legislative updates, and commentary on current issues in education.

Contact Persons

Providence Floresca, Coordinator of Involvement Projects

Elena Pell, Director of Program Development

Center on Families, Communities, Schools and Children's Learning

Co-Directors

Don Davies
Boston University School of Education
Institute for Responsive Education
and
Joyce L. Epstein
The Johns Hopkins University

Overall Mission

The Center on Families, Communities, Schools and Children's Learning seeks to conduct research, evaluation, policy analyses, and dissemination to produce new and useful knowledge about how families, schools, and communities influence student motivation, learning, and development. A second important goal is to improve connections between and among these major social institutions. 3

Parent Involvement Activities

Programs

Two research programs guide the Center's work: the Program on the Early Years of Childhood, covering children aged 0-10, the elementary grades; and the Program on the Years of Early and Late Adolescence, covering youngsters aged 11-19 through the middle and high school grades. 3.1

Research on family, school, and community connections must be conducted to understand more about all children and all families, not just those who are economically and educationally disadvantaged or already connected to school and community resources. The Center's projects pay particular attention to the diversity of family cultures and backgrounds and to the diversity in family, school, and community practices that support families in helping children succeed across the years of childhood and adolescence. Projects also examine policies at the federal, state, and local levels that produce effective partnerships. 3.2

A third program includes a wide range of dissemination projects to extend the Center's national leadership. The Center's work will yield new information, practices, and policies to promote partnerships among families, communities, and schools to benefit children's learning. 3.3

The Center publishes a newsletter twice a year to summarize the new reports produced from these projects. To receive the newsletter, send your name and address to the Center at the Johns Hopkins location.

Parent Involvement Studies and Publications

Publications will be produced over the next few years from the following projects:

Program on the Early Years of Childhood

- Family Education and Training in Early Childcare and Education—Lynn Kagan, Yale 3.4
- An Ethnographic Study of Family Support for Young Children's School Success—Susan M. Swap, Nitza Hidalgo, Theresa Perry, Sau-Fong Siu, Wheelock College 3.5
- Effects of School-to-Home-to-School Communications on Children's Motivation and Learning—Carole Ames, University of Illinois 3.6
- Home- and School-Based Prevention Interventions; The Integration of Family Support and Mental Health Services; and Partners in Learning: Parent-Child Literacy in the Elementary Grades—Lawrence Dolan and Staff, Johns Hopkins University 3.7
- Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools—Melvin Delago, Boston University 3.8
- Parent Information for School Choice—Charles Glenn, Boston University and Laura Salganik, Pelavin Associates 3.9
- Studies of Policies to Increase Family-School-Community Partnerships, Don Davies, Vivian Johnson, Patricia Burch, and Ameetha Palenki, Boston University 3.10

Program on the Years of Early and Late Adolescence

- Family, School, and Community Connections in Early and Late Adolescence: Research, Development, and Evaluation in the Middle Grades and High Schools—Joyce Epstein and staff, Johns Hopkins University 3.11
- Adolescent Mothers and their Children; and Family and School from Kindergarten through Adolescence—Diane Scott-Jones, University of Illinois 3.12
- A Study of Coaching in Community Settings—Saundra Nettles, Johns Hopkins University 3.13
- State Initiatives in Integrated Service Delivery: The New Jersey School-Based Youth Services Program—Lawrence Dolan and staff, Johns Hopkins University 3.14

Consortium Partners

Boston University, School of Education, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, Massachusetts 02215; 617-353-3309, FAX 617-353-8444

The Johns Hopkins University, 3505 North Charles Street, Baltimore, Maryland 21218; 410-516-0370, 410-616-6370

The University of Illinois, 210 Education Building, 1310 S. Sixth Street, Champaign, Illinois 61820; 217-333-2245, FAX 217-333-5847

Wheelock College, 45 Pilgrim Road, Boston, Massachusetts 02215; 617-734-5200, FAX 617-566-7369

Yale University, 310 Prospect Street, New Haven, Connecticut, 06511; 203-432-9931, FAX 203-432-9933

Contact Person

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Boston University, School of Education,
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Center for Law and Education

955 Massachusetts Avenue
Cambridge, Massachusetts 02139
617-876-6611
FAX 617-876-0203

1875 Connecticut Avenue, N.W., Suite 510
Washington, D.C. 20009
202-986-3000
FAX 202-986-6648

Overall Mission

The Center for Law and Education is a national education advocacy group that provides leadership in improving the quality of public education for low-income students and assists low-income communities in addressing their own public education problems effectively. 4

Parent Involvement Focus

The Center assists parents in advocating effectively on behalf of their communities for quality public education. The Center works primarily as a back-up agency for legal services programs nationwide which offer free legal assistance to low-income parents and students. 4.1

Parent Involvement Activities

Services

- Provides parents referral assistance to local legal services programs and education advocacy groups. 4.2
- Provides legal expertise and representation for eligible clients in federal legislative and administrative matters in Washington, D.C.. For example, the Center works on behalf of the National Coalition of Title I/Chapter 1 Parents in advocating for meaningful parent involvement in federally-funded Chapter 1 programs, and it has helped to secure significant rights for parents to be involved in the education of handicapped children. In addition, a special project based at the Center offers assistance to community-based groups (including parents) who wish to improve vocational education programs. 4.3

Parent Involvement Publications

Most Center publications are intended for legal advocates. Topics include school discipline and education rights of disabled and homeless children. A complete list of the Center's publications is available from the Cambridge Office.
The following publications are directly related to parent involvement and may be of particular interest to parents.

Guidelines for Parent Involvement in Chapter 1 Programs 4.4
by Paul Weckstein
1986, 20 pp., $4.00 (Out of print; revision in progress)
A booklet to help make parent involvement in Chapter 1 programs more effective. Contains a brief summary of Chapter 1; describes Chapter 1 regulations; offers suggestions as to how parents can use their rights to make sure there is a strong parental involvement program and how advocates can assist parents; includes a draft school district policy and a set of survey questions to assess parent involvement activities.

Effective Schools for Poor Children: A Parent Handbook 4.5
by Beverly Caffee Glenn
1982, 25 pp., $1.75
A concise handbook about the concept of quality education for all children. Summarizes research in a question-and-answer format that is intended to help parents judge school quality and participate in making schools more effective.

Los Padres Y La Educacion Bilingue (Parents and Bilingual Education (1981) 4.6
15-minute video or slide presentation available in Spanish soundtrack only with illustrated Spanish or English script.
Describes the activities of a Hispanic parent group. Parents discuss why they feel bilingual education is important, the problems encountered, and the roles and functions of parent advisory councils.

Center for Law and Education NEWSNOTES newsletter 4.7
Free subscriptions available to education advocates and low-income parent activists. Published on an irregular basis, it includes information on key legal developments, noteworthy advocacy efforts, and resources.

Contact Persons

Paul Weckstein, Co-Director (Washington Office)
Sharon Schumack, Director of Publications (Cambridge Office)
Lucy R. Watkins, Education Advocate (Washington Office)

Children's Defense Fund (CDF)

122 C Street N.W., Suite 400
Washington, D.C. 20001
202-628-8787
FAX 202-783-7324

Overall Mission

CDF is a Washington-based advocacy organization that seeks to encourage preventive investment in children and to provide a strong and effective voice for America's children, especially poor and minority children and children with different abilities. 5

Parent Involvement Focus

CDF promotes the involvement of parents in the education, health, and development of their children through information about (1) community involvement in school improvement, (2) school/community partnerships for youth development, (3) the school role in preventing adolescent pregnancy, and (4) national education policies. 5.1

Parent Involvement Activities

Services

- Provides leadership training and technical assistance to school staff, administrators, and parent and community groups on building coalitions for school improvement and meeting students' nonacademic needs, particularly for poor and minority children in urban districts. 5.2

Parent Involvement Studies and Publications

The following may be ordered from the CDF Publications Department:

An Advocate's Guide to Improving Education 5.3
1990, $4.50
A blueprint for improving communities' schools, based on the National Education Goals set by the President and the governors. Includes practical steps and easy-to-use forms for evaluating school performance, and tips on how to get broad support for school improvement efforts.

Numbers that Add Up to Educational Rights for Children With Disabilities 5.4
1989, $5.75
An updated and revised guide for parents and advocates to the rights under the Individuals with Disabilities Education Act.

Your Child's School Records 5.5
1986, $2.75
An easy-to-use guide to parents' rights under the Buckley Amendment.

An Advocate's Guide to Using Data 5.6
1990, $5.95
A tool to help the advocate put an end to "math anxiety" and select, analyze, and present data in order to effectively support positions.

An Advocate's Guide to the Media 5.7
1990, $5.95
A tool to assist the advocate to receive coverage of programs and issues by television, radio, and newspaper; develop relationships with reporters; and successfully use high-and low-visibility media strategies.

Adolescent Pregnancy Prevention Clearinghouse

Making the Middle Grades Work 5.8
1988, $4.50
A compendium of state initiatives in middle grade education backed up by a review of pertinent literature on the needs of young adolescents, summaries of exemplary middle grades programs, and a conceptual link to the promotion of youth development activities.

Opportunities for Prevention: Building After-School and Summer Programs for Young Adults 5.9
1987, $4.50
A rationale and guide for building youth development activities in the community and covering the often empty after-school, weekend, and summer hours. Includes a review of successful programs serving young adolescents.

Preventing Adolescent Pregnancy: What Schools Can Do 5.10
1986, $4.50
A detailed analysis of steps schools can take to build youth self-sufficiency, focusing on what youths need. The discussion is framed around the goals of enhancing basic skills and life options to prevent pregnancies among adolescents.

Contact Persons

Delia Pompa, Education Director

Council for American Private Education (CAPE)

1726 M Street, N.W., #1102
Washington, D.C. 20036
202-659-0016
FAX 202-659-0018

Overall Mission

CAPE is a Washington-based coalition representing elementary and secondary private schools that seeks to provide a coherent private school voice in the educational community. 6

Parent Involvement Focus

CAPE seeks to increase public understanding and support of private education. 6.1

Parent Involvement Activities

The CAPE national members work directly with member schools and parents. 6.2

Parent Involvement Publications

Private Schools of the United States 6.3
2nd edition, 1988, $80.00
Published and compiled by Market Date Retrieval, Inc., the guide provides select data about 15,000 private schools belonging to CAPE's 14 national private school networks.

Contact Person

Joyce G. McCray, Executive Director

Council of Chief State School Officers (CCSSO)

Resource Center on Educational Equity
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202-408-5505
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Overall Mission

CCSSO is a nationwide nonprofit organization of the 57 public officials who head departments of public education in every state, the District of Columbia, the Department of Defense Schools, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. The CCSSO Resource Center on Educational Equity (RCEE) provides services designed to achieve equity and high quality education for minorities, women and girls, and for disabled, limited English proficient and low-income students. The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to assure education success for all children and youth, especially those placed at risk of school failure. 7

Parent Involvement Policy

CCSSO supports a broad range of initiatives designed to assure school success for all students. Recognizing that the relationship between family and child is one of the most important factors influencing student performance in school, the Council supports policies and strategies that result in the involvement of families and schools as full partners in mutually benefiting activities. The Council believes that schools function better when there is agreement between the school and the family regarding goals for the child and the mechanisms for reaching those goals, and that, likewise, families function better when assisted and supported by the schools. 7.1

To achieve the goal of education success for all students, the Council supports the following family involvement strategies:

- Parent and early childhood development programs beginning ideally for children by age three, but no later than age four.
- Programs that encourage participation of families as partners in learning at home and at school.
- Programs and activities that engage families' active participation in all facets of schooling including the development of plans for achieving higher order learning goals, and in the implementation and evaluation of the activities that follow.
- Programs designed to elicit the support of those families who traditionally have not been active supporters of public education.

Parent Involvement Activities

Projects

- The **State Policies on Family Involvement Project** seeks to document how state education agencies have encouraged family involvement using a variety of strategies; analyze and evaluate the impact of those strategies on local schools and programs; and disseminate these findings in a publication designed to influence policy and practice in the states. 7.2

Parent Involvement Publications

Families in School: Case Studies of State Family Involvement Practices 7.4
1991, $5.00
Describes the strategies of four state education agencies (Alabama, California, Florida, and Minnesota) in increasing the involvement of families in school, with particular attention to the areas of teacher in-service training, technical assistance, school improvement, grants, standards, and quality control; includes information on models and best practices as well as the standards and outcomes related to different approaches.

Family Support, Education and Involvement: A Guide for State Action 7.5
1989, $6.00
Presents discussions and research on the benefits of family support, education, and involvement; identifies state strategies to encourage implementation of programs in schools with significant concentrations of students at risk; and lists resources and organizations providing leadership in these areas.

Early Childhood and Family Education: A Guide for State Action 7.6
1988, $4.00
Lists recommendations addressing five areas for action in support of quality early childhood and family education, including the state policy role, national support, coalitions and coordination, program guidelines, and staffing; presents an overview of unmet needs and barriers to the provision of comprehensive services as well as state strategies and policy considerations for overcoming them.

Schools and Communities Working Together to Achieve the National Education Goals for All Learners: A Guide for State Education Agencies 7.7
1992 (in press)
Describes community-based strategies for addressing the issues of readiness, high school completion, excellence in math and science, academic achievement and citizenship, literacy and lifelong learning, and safe and drug-free schools. The guide presents a model community education process to help local school districts involve communities in examining the Goals and participating in education reform activities, with numerous strategies and examples for support.

Contact Persons

Glenda Partee, Assistant Director, RCEE
Caroline Allam, Project Assistant

The Home and School Institute (HSI)

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Washington, D.C. 20036
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Overall Mission

HSI is a nonprofit organization that focuses on the educational role of the family and initiates and implements partnerships among the complex forces that play a role in education today. Family literacy and the needs of at-risk students have been fundamental concerns of the Institute since its inception in 1984. To meet the needs of schools and communities, HSI develops training programs and materials for schools, businesses and community organizations nationally. 8

A special characteristic of the organization's most recent and successful program is **MegaSkills**—"the inner engines of learning that children need to succeed in school and beyond." The **MegaSkills** program focuses on character and attitude development as keys to school and life success. Megaskills are the basic values, attitudes, and behaviors, such as confidence, motivation, initiative, and perseverance, which determine academic and life-long achievement. 8.1

Parent Involvement Focus

- To enable all families to assist children in advancing their educational achievement. 8.2
- To offer curriculum and training programs that enable schools and community organizations to provide a tutoring role for families which complements but does not duplicate the work of the school. HSI curricula mobilize families, build student achievement, and enable at-risk students to experience success.
- To reach wide numbers of families effectively and efficiently, HSI designed comprehensive **MegaSkills** workshops to train a national corps of workshop leaders. These workshops emphasize parent involvement. Since its introduction in 1989, **MegaSkills** workshops have trained over 1600 leaders who have in turn conducted workshops for over 16,000 families. These programs have been conducted primarily in Chapter 1 schools in 35 states. The program has been offered under the sponsorship of diverse organizations and locations across the United States and in three countries internationally. Families participating in the program represent a broad cross-section of the population.

Parent Involvement Activities

HSI program services focus on **MegaSkills** leader workshops, related publications, and program expansion. The workshops train a corps of workshop leaders, drawn from the community and the schools, to conduct workshops for parents throughout the area. A two-day seminar provides training for the leaders who then provide structured workshops with materials for parents. The training includes background information, research, and content for eight **MegaSkills** workshops and full directions for the management of the program. Following that, participants conduct five workshops in the field to fulfill requirements for leader certification. 8.3

These workshops are supported by Compensatory Education Funds locally: Chapter 1, Drug-Free Schools, Drop Out Prevention, Special Education, and Bilingual Education Funds. There are three options for program sponsorship.

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(1) **On-site Training**: HSI will send a trainer on site for a minimum of 20 people. A comprehensive, 2-day training and all materials are provided. The fee is $290 per participant. As a new initiative in 1992, HSI will award a full scholarship for the workshop coordinator, and four scholarships to members of the community (beyond the 20 initial participants).

(2) **Regional Workshops**: Regional workshops are now being established to include a larger geographical area for those who do not have 20 persons in their immediate area. To meet these needs, HSI has developed a plan with Phi Delta Kappa for local/regional coordinators to bring people together from a number of states.

(3) **Washington, D.C. Training**: HSI offers two D.C. training sessions annually. The fee is $350 per person and $325 per person for 3 or more persons from one organization.

For 1992, HSI has launched a Hispanic **MegaSkills** initiative and has added a secondary school component to the workshop. 8.4

***MegaSkills** Expansions* 8.5

To extend the impact of the **MegaSkills** program, HSI offers community collaborative programs which team schools with private sector and organizational sponsors, including local Chambers of Commerce. These programs include: plans developed on site with key roles for schools, business, and government; training for partners, and a public awareness guide and materials for media campaigns, plus **MegaSkills** workshop training for leaders to conduct workshops throughout the community. HSI provides the training, materials, and technical assistance for the program, including coordination guide for conducting and evaluating the program.

Documentation of **MegaSkills** program impact is available upon request from HSI.

Parent Involvement Studies and Publications

HSI has prepared a "Parent Shelf Library" particularly for Chapter 1 schools and staff development consisting of 8 HSI books. Available for $55.00, including postage and handling.

MegaSkills: How Families Can Help Children Succeed in School and Beyond 8.6
by Dr. Dorothy Rich (Houghton Mifflin)

Bright Idea 8.7
Designed in a comic strip format. Presents daily life problem-solving solutions at home, with an introduction by Art Buchwald.

Families Learning Together 8.8
Contains learning activities for both adults and children. The subjects are Occupations, Health, Consumerism, Community Resources, and Citizenship. The skills are reading and math.

Special Solutions 8.9
Contains home activities in reading, writing, math, science, and social studies.

Survival Guide for Busy Parents 8.10
Contains home learning activities for children along with tips for parents on managing home and job responsibilities.

Careers and Caring Sampler 8.11
Contains activities for babysitters and ways to foster self-discipline at home.

Get Smart 8.12
Presents advice for teens as young parents to cope with parenting, school, and jobs.

Job Success Begins at Home 8.13
A set of six booklets containing activities that teach skills and attitudes youngsters need for the future in getting and keeping jobs.

***MegaSkills** Materials*

Activity Posters: Minimum order is 20 at $1.75 each or $35.00 total.

Folders, Bags, Pins: Minimum order is 20 at $.75 each or $15.00 total.

Contact Persons

Julie DeSeyn, Outreach Associate
Harriet Stonehill, Director, **MegaSkills** Education Center
Dorothy Rich, President

The School and Family Connections Project Center for Research for the Effective Schooling for Disadvantaged Students Center on Families, Communities, Schools and Children's Learning

The Johns Hopkins University
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410-338-7570
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Overall Mission

The School and Family Connections project includes research, development, and evaluation activities that lead to the design and dissemination of effective practices of school and family connections at all grade levels. Special attention is given to schools that serve large populations of students at risk of failing or dropping out of school. 9

Parent Involvement Activities

Projects

- Developed **Teachers Involve Parents in Schoolwork (TIPS)** process to assist teachers in informing and involving parents in students' curriculum and homework. **TIPS** manuals and prototype activities can be adapted to all district or school curricula. 9.1

TIPS Math and Science activities for the elementary grades are designed to enable teachers to involve families in homework. The activities require students to talk to someone at home about something interesting that they are learning in class in order to complete the homework. 9.2

Teacher's manual (1987):	$ 4.50
Prototype activities	
Math, Kindergarten	$10.00
Science, Grade 3	$ 3.00
Math, Grades 1, 2, 3, 4, 5	$ 6.00 each

TIPS Social Studies and Art enables teachers to work effectively with parents and other volunteers to integrate art appreciation into the middle grades social studies curricula with interdisciplinary links to other subjects. 9.3

Manual (1991):	$ 6.00
Prototype activities:	$ 6.00 each

In American Art, World Government, and Government and Citizen Participation.

- **TIPS Language Arts and Science/Health** enables teachers to use interactive homework in middles grade language arts and science or health and to orient parents to the TIPS process. 9.4

Teacher's manual (1991):	$ 4.00
Prototype activities:	$ 8.00 each

In Language Arts and TIPS Science/Health, Grade 6

- Developed **Surveys of Teachers, and Students** ($4.30) to assess starting points, attitudes, and needs concerning parent involvement. A **Survey Report Form** ($2.00) provides guidelines for educators who want to summarize and analyze data for their own schools. A **Sample Summary** ($2.00) shows how data can be employed by schools to improve practices and programs of parent involvement. 9.5

Parent Involvement Studies and Publications

To order materials, please contact Diane Diggs, Dissemination Office.

Teachers' Practices

"Parent Involvement: A Survey of Teacher Practices." 9.6
by Henry Jay Becker and Joyce L. Epstein
Elementary School Journal, November, 1982, *83*, pp. 85-102.
Reprint $1.60 (Order P-1-1)

Influences on Teacher's Use of Parent Involvement 9.7
by Henry Jay Becker and Joyce L. Epstein
Report 324, The John Hopkins University, Center for Social Organization of Schools, 1982.
Report $2.05

"Teacher Practices of Parent Involvement: Problems and Possibilities." 9.8
by Joyce L. Epstein and Henry Jay Becker
Elementary School Journal, November, 1982, *83*, pp. 103-113.
Reprint $ .55 (Order P-1-3)

"School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools." 9.9
by Joyce L. Epstein and Susan L. Dauber
Elementary School Journal, 1991, *91*, pp. 289-303.
Reprint 32 $2.00 (Order P-1-4)

Implementing School and Family Partnerships in the Elementary Grades: Two Evaluations of Reading Activity Packets and School Newsletters 9.10
by Susan C. Herrick and Joyce L. Epstein
Paper presented at the annual meeting of the American Sociological Association, 1991.
CDS Report 19 $5.00 (Order P-1-5)

Implementing School and Family Partnerships in the Middle Grades: Three Evaluations of Summer Home Learning Packets, School Newsletters, and Orientation Days 9.11
by Joyce L. Epstein and Susan C. Herrick
Paper presented at the annual meeting of the American Sociological Association, 1991.
CDS Report 20 $7.00 (Order P-1-6)

Student's Reactions

Student Reactions to Teacher Practices of Parent Involvement 9.12
by Joyce L. Epstein
Paper presented at the annual meeting of the American Education Research Association, 1982
Report $1.90 (Order P-2-1)

"Effects on Student Achievement of Teachers' Practices of Parent Involvement." 9.13
by Joyce L. Epstein
In *Advances in Reading/Language Research, Vol. 5, Literacy Through Family, Community, and School Interaction*. S. Silvern, (Ed.), Greenwich, CT: JAI Press, 1991, pp. 261-276.
Report $3.40 (Order P-2-2)

Evaluation of Students' Knowledge and Attitudes in the Teachers Involve Parents in School Work (TIPS)—Social Studies and Art Program 9.14
by Joyce L. Epstein and Susan L. Dauber
Paper presented at the annual meeting of the American Educational Research Association (San Francisco), March, 1989.
CREMS Report 41 $3.40 (Order P-2-3)

Parent's Reactions

"Parent's Reactions to Teacher Practices of Parent Involvement." **9.15**
by Joyce L. Epstein
Elementary School Journal, 1986, *86*, pp. 277-294.
Reprint $1.60 (Order P-3-1)

"School Policy and Parent Involvement: Research Results." **9.16**
by Joyce L. Epstein
Educational Horizons, Winter, 1984, *62*, pp. 70-72.
Reprint $.30 (Order P-3-2)

"Single Parents and the Schools: Effects of Marital Status on Parent and Teacher Interactions." **9.17**
by Joyce L. Epstein
In *Change in Societal Institutions*, M. T. Hallinan (Ed.), New York: Plenum, 1990, pp. 91-121.
Reprint $2.80 (Order P-3-3)

"Parents' Attitudes and Practices of Involvement in Inner-City Elementary and Middle Schools." **9.18**
by Susan L. Dauber and Joyce L. Epstein
In *Minority Parent Involvement in Education*, N. Chavkin (Ed.) Albany, NY: SUNY Press (in press).
CREMS Report 33, $2.75 (Order P-3-4)

Issues Related to Parent Involvement

"Homework Practices, Achievements, and Behaviors of Elementary School Students." **9.19**
by Joyce L. Epstein
In *ERS Information Folio: Homework*, Arlington, VA: Educational Research Service, 1987 and 1990.
CREMS Report 26 $2.50 (Order P-4-1)

"A Question of Merit: Principals' and Parents' Evaluation of Teachers." **9.20**
by Joyce L. Epstein
Educational Researcher, 1985, *14*, (7), pp. 3-10.
Reprint $.75 (Order P-4-2)

"Home and School Connections in Schools of the Future: Implications of Research on Parent Involvement." **9.21**
by Joyce L. Epstein
Peabody Journal of Education, 1985, *62*, pp. 18-41.
Reprint $2.15 (Order P-4-3)

"Parent-Teacher Conferences." **9.22**
by Joyce L. Epstein
In R. Gorton, G. Schneider, and J. Fisher (Eds.) *Encyclopedia of School Administration and Supervision*, Phoenix: Oryx Press, 1988, pp. 198-191.
Reprint $ .30 (Order P-4-4)

A Model for Research on Homework Based on U.S. and International Studies **9.23**
by Joyce L. Epstein and Linda Pinkow
Paper presented at the annual meeting of the American Educational Research Association (New Orleans), April, 1988.
CREMS Report 27, $1.80 (P-4-5)

"School, Family, Community Connections for Accelerating Student Progress in Elementary and Middle Grades." **9.24**
by Joyce L. Epstein and Diane Scott-Jones
In H. M. Levin (Ed.) *Accelerating the Education of At Risk Students*. Philadelphia: Falmer Press, (in press for 1991)
Preprint $3.50 (Order P-4-6)

Summaries of Research on Parent Involvement and Policy Implications

"Parent Involvement: What Research Says to Administrators." **9.25**
by Joyce L. Epstein
Education in Urban Society, 1987, *19*, pp. 119-136.
Reprint $1.60 (Order P-5-3)

"Parent Involvement." (Five types of parent involvement programs) **9.26**
by Joyce L. Epstein
In R. Gorton, G. Schneider, and J. Fisher (Eds). *Encyclopedia of School Administration and Supervision*, Phoenix: Oryx Press, 1988, pp. 187-189).
Reprint $ .40, (Order P-5-4)

"Parent Involvement: Implications for Limited English-Proficient Parents." 9.27
by Joyce L. Epstein
Proceedings of the Symposium on Issues of Parent Involvement and Literacy, Trinity College, Department of Education and Counseling, 1986.
Reprint $ .90 (Order P-5-5)

"Parent Involvement: State Education Agencies Should Lead the Way." 9.28
by Joyce L. Epstein
Community Education Journal, *14* (4), 1987, pp. 4-10.
Reprint $ .60, (Order P-5-6)

"How Do We Improve Programs for Parent Involvement?" 9.29
Joyce L. Epstein, Guest Editor
Educational Horizons, (Special Issue on Parent Involvement), *66* (2), 1988, pp. 58-59.
Reprint $.20 (Order P-5-7)

Testimony: "Parent Involvement in Urban Schools." 9.30
by Joyce L. Epstein
Prepared Statement for the House Subcommittee on Select Education, Hearing on Educational Research and Development Applications, March 9, 1989.
Report $1.00 (P-5-8)

"On Improving School and Family Connections: A Conversation with Joyce Epstein." 9.31
by Ron Brandt
Educational Leadership, 1989, *17*, (2), pp. 24-27.
Reprint $. 40 (Order P-5-9)

"School and Family Connections: Theory, Research, and Implications for Integrating Sociologies of Education and Family." 9.32
by Joyce L. Epstein
In D. Unger and M. Sussman (Eds.) *Families in Community Settings: Interdisciplinary Perspectives*, New York: Haworth Press, 1990, pp. 99-126.
Reprint $2.50 (P-5-10)

"Paths to Partnership: What Can We Learn From Federal, State, District, and School Initiatives?" 9.33
by Joyce L. Epstein, Guest Editor
Phi Delta Kappan (Special Section on Parent Involvement), *72*, 1991, pp. 344-349.
Reprint, $.55 (Order P-5-11)

"School and Family Partnerships." 9.34
by Joyce L. Epstein
In *Encyclopedia of Educational Research, 6th Edition*, New York: Macmillan (in press).
Preprint $2.15 (Order P-5-12)

Theoretical Perspectives

"Family Structures and Student Motivation: A Developmental Perspective." 9.35
by Joyce L. Epstein
In C. Ames and R. Ames (Eds.) *Research on Motivation in Education*, Vol. 3, New York: Academic Press, 1989, pp. 259-295.
Reprint $3.35 (Order P-7-1)

"Effective Schools or Effective Students: Dealing with Diversity." 9.36
by Joyce L. Epstein
In R. Haskins and D. MacRae (Eds.), *Policies for America's Public Schools: Teachers, Equity, and Indicators*, Norwood, NJ: Ablex, 1988, pp. 89-126.
Reprint $3.40 (Order P-7-2)

"Toward a Theory of Family School Connections: Teacher Practices and Parent Involvement." 9.37
by Joyce L. Epstein
In K. Hurrelmann, F. Kaufmann, and F. Losel (Eds.), *Social Intervention: Potential Constraints*, New York/Berlin: de Gruyter, 1987, pp. 121-136.
Reprint $1.45 (Order P-7-3)

Contact Person

Dr. Joyce L. Epstein, Co-Director, Center on Families, Communities, Schools, and Children's Learning

The Institute for Educational Leadership, Inc. (IEL)

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Overall Mission

IEL is a not-for-profit organization that seeks to develop and support leaders to improve educational opportunities and results for all children and youth by promoting collaborative leadership and effective education policy across sectors and at all levels of governance. 10

Parent Involvement Focus

IEL promotes collaborative efforts that seek to improve the quality of life for children and families, including the effective delivery of comprehensive education, health, and social services. 10.1

Parent Involvement Activities

Projects

- **National Health/Education Consortium (NHEC)**: Through a grant from the Metropolitan Life Foundation, NHEC is producing educational materials for parents and parents-to-be on the critical link between their children's health and their learning potential. NHEC hopes to release this material in mid-1992. The materials will include suggestions for specific steps parents can take to better ensure their children's health and education. 10.2
- **Education and Human Services Consortium**: As a participating and facilitating member, IEL leads a confederation of twenty-two national organizations concerned with interagency efforts to connect children and families with comprehensive services. 10.3
- **The Center for Demographic Policy** emphasizes demographic changes which demand whole child and family-centered approaches, as well as collaboration for effective education and delivery. 10.4
- **The Collaborative Leadership Development Program** works with leaders in several cities to address specific community issues and engage all sectors, including parents, in collaborative problem-solving to improve the lives of children and families. 10.5

Parent Involvement Studies and Publications

Crossing the Boundaries Between Health and Education 10.6
1990, $9.00
Summarizes the research findings linking health and education which were presented at the Consortium's first symposium in May, 1990.

Healthy Brain Development: Precursor to Learning 10.7
National Health/Education Consortium Occasional Paper #1
1991, $5.00
Presents findings and recommendations from a December 1990 Consortium-sponsored meeting at which nationally recognized neuroscientists discussed the relationship of early brain development to children's learning potential.

A Practitioner's Perspective on the Interrelationship of the Health and Education of Children 10.8
National Health/Education Consortium Occasional Paper #3, written by Ramon Cortines, Superintendent of Schools, San Francisco, California
1991, $5.00
Presents evidence of the need for comprehensive health education in the schools and recommends improvements in curriculum design.

The Same Client 10.9
by Harold Hodgkinson
1989, $12.00
Reviews information about various agencies that service the same clients and how these organizations provide services throughout the lives of these children and families. An analysis is made of additional elements which create the demand for collaboration between these services.

New Partnerships: Education's Stake in the Family Support Act of 1988 10.10
Education and Human Services Consortium
1989, $3.00
Explores the potential for collaboration among education and welfare agencies in the implementation of the Family Support Act.

What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services 10.11
Education and Human Services Consortium
1991, $3.00
Report describes the components of high quality, comprehensive services and focuses on interagency partnerships as a potential key to the large-scale delivery of such services.

Thinking Collaboratively 10.12
Education and Human Services Consortium, by Charles Bruner
1991, $3.00
Provides "Ten Questions and Answers to Help Policy Makers Improve Children's Services."

Serving Children and Families Effectively 10.13
Education and Human Services Consortium, by Peter B. Edelman and Beryl A. Radin
1991, $3.00
Monograph puts today's efforts to create more comprehensive and coordinated child and family-serving systems in a thirty-year context of related endeavors.

Dropouts in America: Enough is Known for Action 10.14
by Andrew Hahn and Jacqueline Danzberger with Bernard Lefkowitz
1987, 69 pp., $7.50
Suggests that only a comprehensive collaborative effort by the public and private sectors can solve the problem of school dropouts. Stresses the importance of early identification of at-risk youth and suggests specific steps that may prevent young people from becoming dropouts as well as effective strategies for reaching "accessible" and "estranged" dropouts.

School Dropouts: Everybody's Problem 10.15
1986, 58 pp., $6.00
Based on conference on school dropouts sponsored by the Carnegie Corporation and organized by IEL. In order to mesh public reports with research and local practitioner's experience, the report highlights demographic data, educators' views, remediation and training programs, promising prevention practices, student perspectives, and collaborative efforts.

All One System: Demographics of Education, Kindergarten Through Graduate School 10.16
by Harold Hodgkinson
1985, 18 pp., $5.50
Report on the educational system from the "perspective of the people who move through it." Supported by statistics, facts, graphs, and charts.

What Makes the Public School Work? 10.17
A Monograph from the 1981 Journalism Fellowship Program
112 pp., $7.50
Report on public schools that are working in Connecticut, Florida, Montana, Oregon, Texas, Virginia, and West Virginia. Interviews with students, parents, teachers, and administrators in elementary, secondary, and middle schools in order to identify the "success" factors that make schools work for affluent "gold coast" towns as well as inner city minority schools, rural communities, and gifted and average suburban schools.

Contact Person

Michael Usdan, President

Institute for Responsive Education (IRE)

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Overall Mission

IRE is a research-based technical assistance and advocacy agency that seeks to promote equal collaboration among schools, families, and communities in providing improved and more equitable education for all children, especially the least well-served of children, families, and communities. 11

Parent Involvement Focus

IRE promotes the participation of parents in collaboration with educators and community leaders in working towards quality education. 11.1

Parent Involvement Activities

Services

- Provides consultation and technical assistance to state and local education agencies working to develop ways to involve citizens in school decisionmaking. 11.2

Projects

- Conducts research, case studies, and field projects in conjunction with grassroots citizen organizations and school systems to demonstrate how citizens can be involved in decisionmaking and school improvement. 11.3

The **Schools Reaching Out** (1988-90) project developed and tested new strategies for improving home-school relationships in low-income communities. The project features two laboratory schools to test improvement strategies and a National Commission to provide ideas, analysis and support to parents and teachers in laboratory schools. This project grew into the **League of Schools Reaching Out**, a growing national network of 66 schools in 21 states which have pledged to build new partnerships with families and communities. The kickoff event, **Schools Reaching Out: A National Video Conference** discussed parent involvement issues and is available on videotape for rental or purchase [1990, 3 hours, 1/2 inch V HS, $40.00 purchase (VC #1P) or $20.00 two-week rental (VC #1R)].

- Convenes conferences to bring together citizen activists, concerned parents, and school officials. 11.4

Parent Involvement Studies and Publications

Parent Involvement and Success for All Children: What We Know Now 11.5
by Susan McAllister Swap
1990, 80 pp., $7.50 (Order #28C)
Review of evidence linking parent involvement and achievement. Describes in detail three philosophies of parent involvement, outlines the advantages and disadvantages of each, and argues that the third, "partnerships for school success," holds the greatest promise for making a real impact on children's academic and social success.

Building Parent-Teacher Partnerships: Prospects from the Perspective of the Schools Reaching Out Project 11.6
by Jean Krasnow
1990, 65 pp., $7.50 (Order #27C)
A review of the challenges, problems and opportunities of working in urban public schools to build new parent-teacher relationships. Based on work with teams of teachers in Boston's David A. Ellis School and New York City's P.S. 111.

Action for Educational Equity: A Guide for Parents and Members of Community Groups 11.7
by James Crowfoot, Bunyan Bryant, and Mark Chesler
1982, 184 pp., $9.00 (Order #16C)
A plan for establishing and working in a citizen's group on educational issues including bilingual education, sex equity, and educational services for children with special needs.

Working Papers: Community Councils 11.8
by Richard Morris and Ross Zerchykov
1980, 21 pp., $2.50 (Order #11C)
A series of nine papers designed for the effective and practical functioning of a school/community council that covers such topics as constituency building, parent and professional collaboration, organizing around issues, and working with conflict.

How Involved Are State Education Agencies in Parent Involvement? 11.9
IRE Report No. 17 by Frank E. Nardine, Warren K. Chapman, and Oliver C. Moles
1989, 26 pp., $3.00 (Order #17P)
Report of a 50-state survey of state education agencies to determine the extent and character of their work on parent involvement issues. Concludes that state education agencies need to make parent involvement a much higher priority and to offer more financial support over existing symbolic gestures and verbal support.

Families and Schools in Portugal: An Exploratory Study of the Perspectives of Teachers and Low-Income Parents 11.10
IRE Report No. 15 by Don Davies and members of IRE Study Team
1989, 219 pp., $13.50 (Order #15P)
A report on the relationship between schools and parents of low-income and low-social standing in nine districts in Portugal. Outlines a pattern of negative home-school relationships and identifies barriers and strategies for involving parents.

Parents and Schools: Partnerships or Politics 11.11
IRE Report No. 11 by Frank Garfunkel
1986, 37 pp., $3.00 (Order #11P)
Report focuses on two trends, one advocating keeping parent-school relationships traditional and the other on changing educational policies and practices. Looks at the experience of special education in setting up mechanisms for families to question and oppose school policies and practices as one strategy in responding to inequities.

Parent Involvement Research: A Field in Search of Itself 11.12
IRE Report No. 8 by Sharon Lynn Kagan
1984, 21 pp., $2.75 (Order #8P)
Report that discusses the historical context of parent involvement, assesses the research and accomplishments of the field, and examines the implications for practice and policy.

When Parents and Schools Come Together: Differential Outcomes of Parent Involvement in Urban Schools 11.13

IRE Report No. 5 by Sharon Lynn Kagan and Carol Schraft
1982, 17 pp. $2.50 (Order #5P)
Report of a study of how varied kinds and amounts of parent involvement have different impacts on parents.

Improving Family-School Relationships: Teacher Action Research from Schools Reaching Out 11.14

by Jean Krasnow
1990, 165 pp., $12.00 (Order #32C)
Discusses use of teacher action teams as a means toward building schools as "healthier" organizations.

Organizational Structures and Interpersonal Relations: Policy Implications for Schools Reaching Out 11.15

by Sheperd Zeldin
1990, 39 pp., $5.00 (Order #31C)
A look "from the ground up" at educational policy and how it affects school culture, shared decisionmaking, interpersonal relations, and parent-teacher interaction. Based on observation of the two Schools Reaching Out schools and site visits to League schools in Cleveland, Indianapolis, Richmond, Virginia, and Prince Georges County, Maryland.

Involving Parents in the Schools: How Can Third-Party Interventions Make a Difference? 11.16

by Martin A. Brooks and Richard A. Sussman
1990, 38 pp., $5.00 (Order #30C)
Report focuses on third-party interventions and school change—external agencies sponsoring reform efforts in schools. Brooks and Sussman seek to answer questions: What happens when a third party like IRE introduces a project like Schools Reacing Out in a school? How can a third party best facilitate the development of processes or programs to link parents and schools? They gathered data from two laboratory schools and site visits to several comparison sites—schools participating in the Comer reform process and the Accelerated School program, plus League of Schools Reaching Out member schools in Los Angeles and San Diego.

Schools Reaching Out and Success for All Children: Two Case Studies 11.17

by Susan McAllister Swap
1990, 137 pp., $11.00 (Order #29C)
Detailed report on the work at P.S. 111 and the Ellis school which analyzes data in terms of six categories of home-school-community partnerships and evaluates the relationship to student success and achievement. Also reports on data gathered in visits to schools participating in three other projects: James Comer's School Development Program, Henry Levin's Accelerated School Project, and San Diego City Schools' parent involvement initiative. Includes conclusions and recommendations about parent involvement and the "success for all children" concept.

Contact Person

Owen Heleen, Vice-President

International Reading Association (IRA)

800 Barksdale Road, P.O. Box 8139
Newark, Delaware 19714-8139
302-731-1600
FAX 302-731-1057

Overall Mission

IRA is a nonprofit professional association that seeks to improve the quality of reading instruction through the study of the reading process; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to promote improvement of worldwide literacy levels; and to actively encourage the lifetime reading habit. 12

Parent Involvement Focus

IRA encourages the involvement of parents in their children's education through reading activities and support of family literacy projects. 12.1

Parent Involvement Activities

Projects

- **International Reading Association Family Literacy Commission**: Formed to heighten awareness about family literacy as a major focus in literacy instruction and to study the status of family literacy projects worldwide. 12.2
- **Family Focus: Reading and Learning Together**: Developed a model program designed to help parents learn new ways of working with their children to foster good reading habits and improved reading skills through the use of the newspaper. 12.3
- **Parents and Reading Committee**: Gathers and publishes outstanding examples of parent/community projects. Works with the Annual Convention Program Subcommittee to plan and provide leadership for parent and child workshops. 12.4
- **Special Interest Group on Literacy Development and Young Children**: Furthers research and practice in literacy development in young children and supports the efforts of parents and teachers in fostering children's literacy development. Publishes *LDYC Newsletter.* 12.5
- **Special Interest Group on Parent Involvement**: Fosters the active involvement of parents within and throughout school-based reading programs. 12.6

Parent Involvement Publications

The following may be ordered from the IRA Catalog of Publications.

The Parent Connection 12.7
Developed by the Parents and Reading Committee.
Describes a collection of outstanding parent/community reading projects initiated by Association councils.

Free Parent Brochures 12.8
Simple, three-fold brochures to help parents learn more about encouraging reading at home, choosing books, using television to stimulate reading, the importance of nutrition in reading success, summertime reading, the connection between reading and writing, etc. Some available in French and Spanish versions.

Free Book Lists 12.9
Three ongoing projects involving students of all ages and classroom teachers produce the "Children's Choices," "Young Adults' Choices," and "Teachers' Choices" book lists, which reflect the year's top book choices by children, teens, and teachers. "99 Favorite Paperbacks" is an annotated list of paperback books available for young people of all ages.

Parent Booklets 12.10
Inexpensive booklets explain the important role parents play in helping their children to succeed in reading and writing, and give valuable suggestions on encouraging reading and reading activities.

The Read Aloud Handbook 12.11
by Jim Trelease
A readable, engaging guide to reading aloud and choosing books for children of all ages.

Comics to Classics: A Parent's Guide to Books for Teens and Preteens 12.12
by Arthea (Charlie) Reed
Gives parents and teachers valuable information on helping teens and preteens retain the reading habit and includes a comprehensive list describing more than 300 books for young people.

Magazines for Children 12.13
Edited by Donald R. Stoll
A guide to more than 120 worthwhile children's periodicals for all ages. Features an age and subject index.

Read to Me 12.14
Videotape produced by the Boise, Idaho council of IRA and distributed through Association headquarters.
Explains the importance of parental involvement in children's reading and models parents reading to and with children of all ages.

Contact Person

Wendy L. Russ, Public Information Association, ext. 214/215

National Association for the Education of Young Children (NAEYC)

1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
202-232-8777
1-800-424-2460
FAX 202-328-1846

Overall Mission

NAEYC is a nonprofit professional organization of over 75,000 members dedicated to improving the quality of care and education provided to young children birth through age eight. The Association expresses this mission by facilitating improvements in professional practice and working conditions in the field of early childhood education and by increasing public understanding of and support for high quality early childhood programs. 13

Parent Involvement Focus

NAEYC provides resources to inform parents and involve them as advocates of quality services for young children. 13.1

Parent Involvement Activities

Services

- Policy of open membership extends resources and services of the Association and its Affiliate Groups to parents. 13.2
- Publishes *Young Children*, a bimonthly journal. 13.3
- Produces resources, including position statements, books, brochures, and posters on a wide range of early childhood topics. 13.4
- Provides information upon request on a range of national issues related to quality in programs serving young children. 13.5

Programs

- The National Academy of Early Childhood Programs, a national voluntary accreditation system, assists parents in identifying early childhood programs which have made a commitment to quality. 13.6
- An **Annual Conference** brings together members of the early childhood community to share mutual interests and concerns, as well as information about services and products related to the field. 13.7
- **Week of the Young Child**, an annually sponsored celebration by NAEYC Affiliate groups across the nation calls public attention to the needs and rights of young children. 13.8

Parent Involvement Publications

Families and Early Childhood Programs 13.9
$6.00
A research monograph that provides an in-depth review of the literature on rationales for working with parents and promising strategies for addressing home-school relations.

Teacher-Parent Relationships 13.10
$3.50
A booklet full of practical guidance and beautiful photographs to guide teachers in working warmly and respectfully with parents.

Speaking Out: Early Childhood Advocacy 13.11
$6.00
A practical guidebook about how public policy is made and what concerned individuals can do to influence decisions in favor of children's best interests.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 13.12
$5.00
A definitive work identifying the early childhood profession's consensus of what are appropriate and inappropriate teaching practices for infants through eight years old.

Media Violence and Children: A Guide for Parents 13.13
$.50 each or $10 for 100 copies
A brochure providing information about the effects associated with children's repeated viewing of television violence with guidelines for parents.

Teaching Young Children to Resist Bias: What Parents Can Do 13.14
$.50 each or $10 for 100 copies
A brochure with tips for parents to help children appreciate diversity and deal with others' biases.

Contact Person
Pat Spahr, Coordinator, NAEYC Information Service

National Association of Elementary School Principals (NAESP)

1615 Duke Street
Alexandria, Virginia 22314-3483
703-684-3345
FAX 703-548-6021

Overall Mission

NAESP is a not-for-profit association that serves the professional needs of 26,000 K-8 principals through a network of state associations in every state, the District of Columbia, and overseas. NAESP promotes educational excellence for K-8 schooling, brings attention to the fundamental importance of the school principal, and fosters high professional standards and creative leadership among school leaders. 14

Parent Involvement Focus

NAESP seeks to strengthen the bond of the home-school partnership through active parental involvement in children's personal and academic growth. NAESP works to help parents help their children succeed in school and actively promotes the revitalization of parent-teacher groups and volunteer programs. 14.1

Parent Involvement Publications

Prices do not include shipping and handling. For information, write or call NAESP Educational Products.

Report to Parents 14.2
Timely one-page features that principals may reproduce and send home to parents or include in their school newsletter. Copies are camera-ready and easily reproducible. Thirty-two issue collection, in three-ring binder is $14.95 (available to NAESP members at 25% off).

The Little Things Make a Big Difference 14.3
A 16-minute videotape and 17-page booklet that describes the six recommendations parents should follow to help their children succeed in school: reinforce self-esteem; develop good work habits; support academics; participate in stimulating activities; emphasize language; and maintain high expectations.

Videotape is $19.95 for nonmembers; $14.95 for members (one booklet accompanies each videotape). 25 booklets are $10.00 for members and $13.50 for nonmembers.

Contact Person

June Million, Director of Public Information

National Association of Partners in Education (NAPE)

209 Madison Street, Suite 401
Alexandria, Virginia 22314
703-836-4880

Overall Mission

NAPE is a nonprofit membership organization that represents and serves the schools, businesses, community groups, educators, and individual volunteers who work together as "partners" to help students achieve educational excellence. NAPE is the only national organization devoted solely to providing leadership in the formation and growth of effective partnerships that ensure success for all students. 15

Parent Involvement Focus

NAPE promotes the concept of partnerships in education—this includes individual school volunteers, businesses, and civic organizations—as influential and vital components of effective educational systems. 15.1

Parent Involvement Activities

NAPE is involved in a number of activities to support the efforts of parents and others involved in the education process, including:

- Training and publications for volunteer and partnership program development (this includes all facets of involvement from school restructuring for site-based councils to involving senior citizens in a school's volunteer program). 15.2
- Monthly newsletter for members and government representatives. 15.3
- State, regional, and national conferences. 15.4
- National awards/recognition programs. 15.5
- Technical assistance for program development. 15.6
- Computerized database and networking capabilities as a member service with minimal cost to nonmembers. 15.7
- Current research regarding issues such as program evaluation. 15.8
- Leading publications created regularly to meet the ever changing needs of the partnership movement. 15.9

Parent Involvement Publications

A Practical Guide to Creating and Managing School/Community Partnerships 15.10
$50.00
A training manual for community teams and program managers complete with worksheets and sample materials. This practical how-to book follows the NAPE 12 steps of program development, from awareness to program evaluation, and has been field-tested by hundreds of teams and managers across the country and the United Kingdom.

How to Organize and Manage School Volunteer Programs 15.11
$50.00
A concise, self-instructional guide designed to help schools initiate and maintain organized volunteer programs.

A Practical Guide to Creating and Managing a Business/Education Partnership 15.12
$50.00
Guide leads to the creation of strong/business education partnerships using NAPE's 12 step process for program development.

Guide to Long-Range Strategic Planning for School Volunteer and Partnership Programs 15.13
$12.00
Designed to lead stakeholders through steps that allow them to imagine, define, discuss, and reach consensus about the organization's future and how to get there. The process in this manual is written for a two-day setting with 30 participants.

Evaluation: Simple to Comprehensive 15.14
$30.00
Guide covers topics such as evaluation steps, design and planning, methods and strategies, program monitoring, economic efficiency, and barriers to partnership development and evaluation. Sample forms are included.

Creating Successful Rural School/Community/Business Partnerships: Enhancement of Education for Special Needs Students 15.15
$30.00
Intended for program directors in rural communities who want to create effective partnerships and are at the initial stages of program development. The process may be initiated by either the schools or the community.

Handbook for Principals and Teachers: A Collaborative Approach for Effective Involvement of Volunteers at the School Site 15.17
$15.00
Training model for principals, teachers, and other school staff that shows how to involve volunteers creatively and effectively and highlights essential strategies for successful community involvement.

Manual for Developing Intergenerational Partnership Programs 15.18
$50.00
Guide shows how to effectively utilize the experiences and skills of senior citizens to work directly with students and to assist teachers, administrators, and other school staff.

Tips for Tutoring: A Resource Tool for School Volunteer Tutors 15.19
$8.00
Highlights techniques for tutors that have proven successful with children from kindergarten to high school.

Creating and Managing Effective School Site Councils 15.20
$18.00
A self-paced manual to develop and promote skills for leadership in school-based management and shared decisionmaking.

Creating and Managing Effective School Site Councils: A School Site Workbook 15.21
$18.00
Each chapter represents a different level of planning, from preparation to implementation and evaluation. Includes worksheets and a resource "toolkit."

Involving Youth in the Community 15.22
$20.00
Manual outlines a process by which school volunteer programs and Community Volunteer Centers can collaboratively plan for and implement youth community service programs. Includes a framework for coordinating and conducting meetings that result in programs to benefit community agencies and their clientele and a discussion of key issues that need to be addressed before programs begin. Sample materials include program policies, recruitment materials, volunteer enrollment form, proposal for a student project, program evaluation, and volunteer self-evaluation.

Contact Persons

Janet D. Cox, Coordinator, Communication
Carol S. Pierce, Director, Membership Services

National Association of School Psychologists (NASP)

8455 Colesville Road, #1000
Silver Spring, Maryland 20910
301-608-0500

Overall Mission

The National Association of School Psychologists is a not-for-profit association composed of over 16,000 school psychologists nationwide dedicated to the goals of advancing the profession of school psychology and enhancing the mental health and education of all children in order to help them achieve success in and out of school. 16

Parent Involvement Focus

NASP seeks to involve parents in the education of their children. Working to facilitate parent/school involvement in meaningful ways, NASP encourages a variety of preventive and early intervention methods, including: parent education; early childhood programs; and the inclusion of parents as part of the educational team with school psychologists, teachers, administrators, school social workers, counselors, and nurses to provide the best learning opportunities for students and to find solutions to students' problems. 16.1

Parent Involvement Activities

Programs and Projects

- **1992 Theme**: NASP recognizes interventions in general, and interventions with families in particular, as essential to student success. With schools devoting more time and resources to this linkage, school psychologists are primary personnel to provide the resources. NASP advocates primary and advanced training in home-school interventions for psychologists of the 21st century and provides a forum for such specialized training at the 1992 annual convention in Nashville on March 25-29. 16.2

  The 1992 Convention Theme is "Schools and Families: Forging Effective Partnerships." Through this theme, NASP addresses the critical link in the schooling of America's children and youth. The complex needs of today's students requires that schools and families work together to insure that the educational system is meeting the mental health and education needs of our children. NASP is dedicated to playing a major role in the linkage of schools and families in this national effort. NASP recognizes the importance of school psychologists equipping themselves with the skills necessary to become significant partners in this process.

- **Children's Fund**: This non-profit organization associated with NASP provides financial support for projects designed to enhance knowledge or services that relate to the mental health, education, or development of children and youth. The 1991 projects were the development of home-school alternatives to discipline and collaboration to bring about positive changes in education. This included a conference in which parents and school-based professionals were provided training in collaborative planning and problem-solving. 16.3

- **Position Papers**: Through the expertise of its members, NASP has developed positions on issues to spur activities to improve educational and mental health services for children. These issues include, among others, corporal punishment, sexual abuse prevention programs, and early childhood care and education. Also available is a newly developed position paper that responds to President Bush's America 2000 initiative, "At-Risk Students and Excellence in Education: The Need for Educational Restructuring." In addition, NASP has developed a brochure for parents on student grade retention policies. 16.4

Parent Involvement Studies and Publications

Please call the NASP Publications Department (ext. 25) for price information and to request the most current publications catalog.

Communique

Subscription to this newsletter, published eight times each year by and for NASP members, is included in the annual NASP membership dues. Non-member and institutional charge for annual subscription is $30.00. 16.5

Home School Collaboration 16.6
Scheduled for release in April 1992. Price to be determined.
A new addition to the NASP Practitioner Series, this book emphasizes the importance of collaboration between the school and home (parents) to enhance the opportunity and likelihood of student success. It is organized into four parts: (1) conceptual empirical bases for home school collaboration; (2) exemplary programs and models for the 90's; (3) approaches for enhancing home school collaboration; and (4) synthesis, resources, implications, and reactions. It will be a valuable reference work for libraries of school psychologists and others who wish to utilize the resources of the home in addressing the academic and behavioral problems of children of all ages and diverse socio-economic, developmental and ethnic backgrounds.

Children at Risk: Poverty, Minority Status, and Other Issues in Educational Equity 16.7
Edited by Andres Barona and Eugene E. Garcia
351 pp.
Focuses on poverty, minority status, and other issues in educational equity. Includes contributions from experts in psychology, education, and child development regarding the issues of educational equity, service delivery, support practices, and assessment and their impact on poor, racially diverse, and language minority students. Includes a special chapter on strategies and techniques for establishing home-school partnerships with minority parents.

Contact Person

Colleen Walsh, Assistant, Government and Professional Relations (ext. 16)

National Association of Secondary School Principals (NASSP)

1904 Association Drive
Reston, Virginia 22091
703-860-0200
FAX 703-476-5432

Overall Mission

NASSP is a nonprofit association which seeks to promote and conduct cooperative activities that: (1) advance the effectiveness of middle level and high school administrators and support their pursuit of quality education for youth; and (2) advocate the continuing improvement of the conditions under which students learn and grow to adulthood. 17

Parent Involvement Activities

Training

NASSP hosts regional institutes for members on various education issues, and parent involvement is a critical component of the strategies discussed for dealing with these issues. Session topics include:

- How to get parents involved in math and science. 17.1
- Parent involvement and community mobilization in support of at-risk youth. 17.2
- Understanding the changing American families of middle level students. 17.3
- Establishing productive home-school relations in the middle grades. 17.4
- Meeting the needs of middle grade students through connections with communities. 17.5
- Involving the community in internationalizing the school. 17.6
- Strengthening parent involvement in at-risk families. 17.7

Parent Involvement Publications

Conducting Effective Conferences with Parents Videotape $44.95 17.8

Conducting Effective Conferences with Teacher (A Parent's Guide) 17.9
Videotape, $44.95

The Cornucopia Kids 17.10
by Bruce A. Baldwin
1985, $1.00, 20 pp. Order #2108507. Discount rates on bulk orders.
Suggests that by giving young people too much, we may be giving them too little. Describes characteristics of "cornucopia kids" and offers strategies for raising young people to responsible maturity.

Helping Parents to Help Kids Succeed in the Middle Level School audiocassette 17.11
by Joel Milgram
$7.50, Order #4308607

Parent Conferences at the Middle Level audiocassette 17.12
by Emma Lee Bass
$7.50, Order #4308620

Helping Students Develop Self-Motivation: A Sourcebook for Parents and Educators 17.13
by Donald R. Grossnickle
1989, $5.00, 32 pp., Order #2108904
Offers a blueprint for working with students to help them develop self-motivation and self-management skills.

Helping Your Kid Make the Grade 17.14
by Sandy Dornbusch
1986, $1.00, 12 pp., Order #2108606. Discount rates on bulk orders.
Describes how a university professor teamed up with high school principals to find out how family life affects school performance. Reveals their conclusions and suggests how educators and parents can help students "make the grade."

The Hidden Curriculum of Success 17.15
by Bruce A. Baldwin
1988, $1.00, 18 pp., Order #2108803. Discount rates on bulk orders.
Discusses the two complementary curricula of success that must be learned during the growing years: the curriculum taught at school and the curriculum of values taught at home. Describes the neglect of the curriculum of values.

Tips for Principals: How to Work With Parents and Teachers to Mainstream Special Students 17.16
1987, $1.75, Order #1808702. Discount rates on bulk orders.

Tips for Principals: How to Help Students Succeed in School: Beyond the Academics 17.17
1990, $1.75, Order # 1809005. Discount rates on bulk orders.

Contact Person

Gwendolyn J. Cooke, Director of Urban Services, ext. 273

National Association of State Boards of Education

1012 Cameron Street
Alexandria, Virginia 22314
703-684-4000
FAX 703-836-2313

Overall Mission

NASBE is a nonprofit, private association that represents state and territorial boards of education. Its principal objectives are to strengthen state leadership in education policymaking; promote excellence in the education of all students; advocate quality of access to educational opportunity; and assure responsible lay governance of public education. 18

Parent Involvement Policy

NASBE's current resolution on parent and community involvement states the following: 18.1

"State boards of education should support policies and programs to encourage parent involvement in learning activities with their children; volunteering in classrooms and school programs; and governance and advocacy in education. Parental involvement should be encouraged from the birth of the child and continue throughout a student's education career. State board leadership to promote parent involvement should include training for parents, teachers, and administrators; resources to support, assess and disseminate model local programs and materials; and efforts to enhance local leadership and coordination of parent involvement."

Parent Involvement Activities

NASBE provides information and referral of inquiries from state boards and departments of education on parent involvement policy. Several ongoing projects in the areas of early childhood services, special education, and comprehensive health programs for children and youth include research and technical assistance on aspects on parent involvement. 18.2

Parent Involvement Studies and Publications

Caring Communities 18.3
1991, $10.00
Report of NASBE's National Task Force on School Readiness presents strategies for achieving the goal of assuring that all children enter school ready to learn. Recommendations and model program examples include family support and education initiatives and parent involvement strategies for children from birth through age 8.

Partners In Educational Improvement: Schools, Parents, and the Community 18.4
1990, $6.00
NASBE's Study Group on Parent and Community Involvement resulted in this report which synthesizes research on the benefits of comprehensive parent involvement strategies and provides policy recommendations for state boards and departments of education.

Right From the Start 18.5
1989, $8.50
Report of NASBE's National Early Childhood Task Force outlines an agenda for public school organization and practice for children ages 4-8 and their parents. Recommendations include creating "early childhood units" for Grade K-3 children, with strong parental involvement and support; and collaborating with preschool, child care and parent education programs in the community.

Contact Person

Tom Schultz, Director of Early Childhood Services

National Coalition of Title I Chapter 1 Parents
(NCTIC1P)

National Parent Center
Edmonds School Building
9th and D Streets, N.E., #201
Washington, D.C. 20002
202-547-9286

Overall Mission

NCTIC1P is a national parent advocate organization that seeks to: (1) build a network of parents in collaboration with educators and concerned citizens to advocate for educational programs for disadvantaged children; (2) advocate for full parental rights, involvement, and responsibility in the education of their children; and (3) help parents become involved in the education of their children, build a cooperative home-school relationship, and work at home with their children. 19

Parent Involvement Activities

Services

Membership is $7.00 per year or $100 for a life membership. 19.1

Training

NCTIC1P provides information, training, and technical assistance to parents, school districts, and community organizations through the sponsorship of national and regional training conferences and parent retreats. Workshop programs include: 19.2

- Chapter 1 overview focused on parent involvement 19.3
- Organizational management of parent involvement groups 19.4
- Chapter 1 legislative overview, including history and advocacy of the law 19.5
- Parenting skills, including **MegaSkills** training 19.6
- Speeches, including informal talks, parent rap sessions, and motivation sessions 19.7

Parent Involvement Publications

Newsletter 19.8
Published bimonthly, it serves as a primary information source for parents and parent educators.

Special Supplement: Resources for Parents and Children newsletter 19.9
Vol. 18, No. 1-3 and Vol. 20, No. 9-10
Single copies free

Educating the Class of 2001—An Agenda for Education 19.10
The College Board
$2.00 postage charge

About Your Chapter 1 Program—Scriptographic Basic Booklet 19.11
by Channing L. Bete
$1.00 postage charge

Changing America: The New Face of Science and Engineering—Final Report 19.12
Task Force on Women, Minorities, and the Handicapped in Science and Technology
$2.00 postage charge

Ask About Chapter 1 pamphlet. Available in Spanish and English. 19.13
$.50 postage charge

African American Family Reading List 19.14
$.29 postage charge

Parents Make a Difference 19.15
by Claude Mayberry
$6.95 + $2.00 shipping and handling.

Assorted parent tip brochures; reports; Chapter 1 specific information; resource information 19.16

Chapter 1 Specific Information (law, regulations, parent involvement) 19.17

NCTIC1P Brochure and Annual Report 19.18
No charge

Megaskills: How Families Can Help Children Succeed in School and Beyond 19.19
Dr. Dorothy Rich
$8.95 + $2.00 shipping and handling

Contact Person

Bob Witherspoon, Executive Director

National Committee for Citizens in Education (NCCE)

900 Second Street, N.E., Suite 8
Washington, D.C. 20002-3557
202-408-0448
FAX 202-408-0452

Overall Mission

NCCE is a national, private, nonprofit organization devoted to improving the quality of public schools through increased public involvement. 20

Parent Involvement Focus

NCCE promotes local action to improve the quality of public education for all children. NCCE works directly with parents, educators, and others in communities to bring about necessary changes in their public schools. NCCE serves as a national advocate for parent involvement. 20.1

Parent Involvement Activities

Services

- **Parent/Citizen Bilingual Toll-Free Help Line** (1-800-NETWORK). 20.2
  Provides information on public school issues, assistance to parents with school-related problems, and referral to national, state, and local organizations for further information and support.
- **NETWORK for Public Schools**, published 6 times during the school year. 20.3

Projects

- **Padres a la escuela (PAE)** seeks to provide bilingual information and assistance to help Hispanic families deal with cultural differences that may prevent them from participation in their children's education, and to encourage their involvement in the public schools. 20.4
- **School Based Improvement**: NCCE chairs a national oversight committee, composed of trainers, advocates, and practitioners, to address the need for more orderly, informative research and evaluation, and to monitor developments that may undermine or compromise the potential of school-based management to bring about school improvement. 20.5
- **Dropout Prevention**: The experiences and lessons learned from NCCE's three and one half years of intensive work in a Baltimore neighborhood have been described and analyzed in a publication which will serve as a guide for intervenors working in urban communities to involve African American parents in dropout prevention. 20.6

Parent Involvement Studies and Publications

Helping Dreams Survive: The Story of a Project Involving African American Families in the Education of Their Children 20.7
by Jocelyn A. Garlington
1991, $24.95
Describes NCCE's outreach to involve African American families of middle school students in their children's education and what the staff learned about building trust, visiting homes, holding meetings, creating written materials, intervening in family problems, and working with the school and community. Shares the hopes and dreams of families many schools consider to be unreachable.

Public School Choice: An Equal Chance for All? 20.8
by Chrissie Bamber
1990, $5.00
Introduction to the issue of school choice for parents, citizens, and educators. Describes public school choice plans that give every family a fair chance to be included, not just the affluent and well educated.

The Middle School Years: A Parents' Handbook 20.9
by Nancy Berla, Anne T. Henderson, and William Kerewsky
1989, $9.95
Helps parents and educators understand the changeable and often baffling behavior of children 10-14. Tells what schools and parents can do to help middle schoolers achieve and offers special tips for how to involve working, single, and limited English speaking parents.

A Workbook on Parent Involvement for District Leaders 20.10
by Anne T. Henderson and Carl L. Marburger
1990, $39.95
Presents the case for involving parents in the district's school-based improvement process, describes what the district must provide to make that happen, and lays out designs for training parents, community members, and staff.

Beyond the Bake Sale, An Educator's Guide to Working with Parents 20.11
by Anne T. Henderson, Carl L. Marburger, and Theodora Ooms
1985, $8.95
Parent involvement experts show how to build parent-school partnerships that go beyond fundraising and boosterism to involve parents in schooling. Includes special advice on how to involve single, low-income, and working parents.

The Evidence Continues to Grow: Parent Involvement Improves Student Achievement - An Annotated Bibliography 20.12
by Anne Henderson (ed.)
1987, $10.00
Presents 49 up-to-date studies on how parent involvement improves student achievement, with analysis and major conclusions. Research points to the benefits of including parents in school designed programs, and calling parents in to help when children are failing.

"Information for Parents" Series 20.13
1991, $.25 each title or $4.95 a set (12 English and 12 Spanish titles). Discount rates for bulk orders.
Contains facts at a glance on a dozen topics. Summarizes information most requested in thousands of calls to NCCE's Help-Line staff each year. Titles available in Spanish and English include:

1. Parent Involvement
2. Parent/Teacher Conference
3. Corporal Punishment
4. Suspension and Due Process
5. Parents Organizing
6. Access to School Records
7. How to Appeal
8. Education of Handicapped Children
9. Individualized Education Program
10. When You Disagree
11. The Rights of Students with Limited English
12. Parents and Dropout Prevention

Parents, Schools and the Law 20.14
by David Schimmel and Louise Fischer
1987, 280 pp., $10.95
Answers more than 200 questions about parents' rights and the law in school situations such as discipline, free speech, religion, education of the handicapped and gifted, and racial and sex equity. A vital reference for parents, educators, school board members, and advocates.

Parent Involvement Kit 20.15
1990, $10.00
Resource folder includes reprints of articles, bibliography, pocket references, and reproducible fact sheets for encouraging parent involvement at school.

Contact Person

Anne T. Henderson, Senior Consultant

National Community Education Association (NCEA)

801 North Fairfax Street, Suite 209
Alexandria, VA 22314
703-683-6232
FAX 703-683-0161

Overall Mission

NCEA is a national nonprofit education association that seeks to advance and support community involvement in K-12 education, community self-help, and opportunities for lifelong learning. 21

Parent Involvement Focus

NCEA seeks to involve parents and community members in the education of K-12 students by developing the community education model of the school as a support center for social services and lifelong learning. 21.1

Parent Involvement Activities

Training

- Provides training and technical assistance, including **Home-School Partnerships: Strategies for Student Success** notebook, developed by Janet Chrispeels. This material is designed to increase the knowledge and skills of administrators, teachers, classified staff, and parents in research-based and field-tested techniques for involving parents in positive relationships with the schools. 21.2

Parent Involvement Publications

Parents as Tutors—Minimizing the Homework Hassle 21.3
by Daniel Vogler and David Hutchins
1988, $6.95, 54 pp. Discount for bulk orders.
Education professors from Virginia Tech University, both parents of elementary-age youngsters, share their practical home-tested strategies for helping kids and parents have fun while supplementing the school. Includes advice on how to organize homework assignments, memorize essential information, and make the most of children's individual learning styles. Introduction by Anne Henderson of the National Committee for Citizens in Education.

Community Education Journal 21.4
Edited by Ursula Ellis
Subscription rate: $25.00 per year or $7.50 per issue
Quarterly journal provides community education with an open forum for discussion of the theory and practice of community education.

The following packet of articles on parent involvement is available for $5.00.

"The Comer Process: Bonding to Family and School" by Susan Hiesciak Hall and Anne Henderson, *Community Education Journal*, Vol, XVIII, No. 1, Fall 1990, pp. 18-22. 21.5

"Hawaii's Parent-Community Networking Centers: Going Back to Community" by Vivian Ing, Ralph Stueber, and Kenneth Yamamoto, *Community Education Journal*, Vol. XVI, No. 4, Summer 1989, pp. 17-20. 21.6

"The Next Educational Reform: Family Support Systems" by William H. Denton, *Community Education Journal*, Vol. XVI, No. 2, Winter 1989, pp. 6-10. 21.7

"Parents as Partners in York, Ontario" by Dale E. Shuttleworth, *Community Education Journal*, Vol. XV, No. 3, April 1988, pp. 18-19. 21.8

"Parent Involvement: State Education Agencies Should Lead the Way" by Joyce L. Epstein, *Community Education Journal*, Vol. XIV, No. 4, July 1987, pp. 4-10. 21.9

"The Family as an Educational Resource" by Janet A. Chrispeels, *Community Education Journal*, Vol. XIV, No. 3, April 1987, pp. 10-17. 21.10

"Community Education Can Make Parent Involvement Happen" by John E. Walker and Lettle B. Cale, *Community Education Journal*, Vol. XIV, No. 3, April 1987, pp. 18-19. 21.11

Contact Person

Starla Jewell-Kelly, Executive Director

National Education Association (NEA)

1201 16th Street, N.W.
Washington, D.C. 20036
202-822-7015
FAX 202-822-7482

Overall Mission

The NEA seeks to fulfill the promise of a democratic society by promoting the cause of quality public education and advancing the profession of education; expanding the rights and furthering the interests of educational employees; and advocating human, civil, and economic rights for all. 22

Parent Involvement Policy

NEA seeks to demonstrate that its members trust and understand the needs of families by working in partnership with them to: (1) effectively involve parents in designing programs to implement positive change in the schools; (2) provide support through training and materials, for teachers working with families; and (3) provide recognition of parent support activities conducted by NEA members and affiliates. 22.1

Parent Involvement Activities

The major focus of NEA is to provide support for cadre training and coalition building at the state and local levels. The NEA also provides a variety of training to NEA affiliates and parent and community groups. In addition, the NEA: 22.2

- develops resource material kits on parental involvement for teachers and parents. 22.3
- publishes articles in *Family Circle* and other major magazines. 22.4
- provides **MegaSkills** training to teachers to teach parents how to help their children at home. 22.5

Parent Involvement Publications

Parent Power: A Major Ingredient in the Recipe for Educational Success 22.6
Contains suggested activities that adults can easily carry out in their homes, with their children, to build skills that will last a lifetime.

The TransParent School Model 22.7
1990, Tape, $75.00 VHS (7703-2-00-JJ) or Beta (7703-2-10-JJ)
A 15-minute videotape presentation accompanied by printed material to show schools how to implement a parent involvement program.

Teachers and Parents: An Adult-to-Adult Approach 22.8
1987, $10.95, (0277-6-00-JJ)
Special attention is given to the family today, how educators need to work with parents as adult learners, the leadership role of the teacher, and appropriate information sharing. One complete section is devoted to the special needs and concerns of single parents.

Schools and Families: Issues and Actions 22.9
1987, $11.95, (0276-8-00-JJ)
A look at how to recognize and build upon the strengths of the family in reinforcing and expanding the work of the school.

Parents and Teachers as Discipline Shapers 22.10
1985, $5.95 (1694-7-10-JJ)
Presents the essential cooperation required by parents and students to produce a proper learning climate.

Teacher-Parent Partnerships to Enhance School Success in Early Childhood Education 22.11
$15.95 (0363-2-00-JJ)
Source for "how-to's" of creating alliances that strengthen families and schools by supporting parents in their role in the family and in the school.

Parent-Teacher Conferencing 22.12
1987, $3.95, (1075-2-00-JJ)
Tells teachers how to conduct parent-teacher conferences, based on in-depth research.

Parent-Teacher Conferencing in Early Childhood Education 22.13
$11.95, (0356-X-OO-JJ)
Explores a model for conference situations with vignettes to illustrate the concerns teachers and parents may have, as well as possible solutions.

The Teacher and Parent-Teacher Conferences 22.14
$2.95, (0940-1-00-JJ)
A reference booklet full of techniques for teachers to communicate in nonthreatening ways with parents.

Parent-Teacher Conferences 22.15
1976, $37.50, (0888-X-00-JJ)
A full/color sound filmstrip designed to brief parents on what the conference can mean.

Let's Have a Conference—You and Your Child's Teacher 22.16
1987, $3.00, (5161-0-00-JJ)
Answers questions most asked by parents and gives hints on how to maximize the value of a parent-teacher conference, the purpose of a conference, the kinds of questions it is most appropriate to ask in that setting, and how to follow-up on the conference.

Contact Person

Warlene Gary, Manager, Education, Business, and Outreach Programs

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492
Washington, D.C. 20013
703-893-6061
1-800-999-5599
TDD 703-893-8614
FAX 703-893-1741

Overall Mission

NICHCY is a national nonprofit clearinghouse funded by the U.S. Department of Education to provide free information to assist families, educators, caregivers, advocates, and others in helping children and youth with disabilities become participating members of the community. 23

Parent Involvement Focus

Families who have access to information on the full range of options for their child with a disability can make informed decisions based on their own needs and beliefs. 23.1

Over half the requests to NICHCY come from family members who are looking for nontechnical information about disabilities, legislation affecting their children with disabilities, special education and related services, and the many questions families have in raising a child who needs special assistance.

NICHCY networks with disability and parent associations across the country to provide publications, technical assistance, and referrals to other organizations.

Parent Involvement Activities

Services

NICHCY staff is made up of parents of children with disabilities, special education professionals, and adults with disabilities, who provide the following:

- **Technical assistance** to parents and other groups through workshops, presentations, coordination, and resource sharing between and among groups. 23.2
- **Publications** developed for use by general audiences, with many written specifically for parents. The resource collection is also intended for use by all inquirers, with family needs being a priority. 23.3

Parent Involvement Publications

Single copies of NICHCY publications are available free of charge and have no copyright. NICHCY encourages duplication of materials for further distribution. In addition, NICHCY maintains a large database and library of information and materials specifically concerned with disability issues. 23.4

Information is focused on disabilities which afflict children and youth, education and early intervention services, related services, policy and legislation, health and medical topics, family life, and the many associated concerns families and professionals have in working with children and youth with disabilities. 23.5

Selected publications are available in alternative formats, including braille, audio tape, low reading level, and in other languages. NICHCY maintains a TDD number for inquirers with hearing impairments. 23.6

Contact Person

Call or write to an Information Specialist for an information packet or answer to a specific question.

The National Parent and Teacher Association (PTA)

700 North Rush Street
Chicago, Illinois 60611-2571
312-787-0977
FAX 312-787-8342

Overall Mission

The National PTA is a nationwide child advocacy organization that encourages, promotes, and guides interested parents and individuals toward active participation in parent involvement activities. 24

Parent Involvement Focus

The National PTA supports the full range of parent involvement activities, including home-school communication and parents in their role as partners, learners, supporters, teachers, and advisers in their children's education. 24.1

Parent Involvement Activities

Services

Provides resources and publications to PTA members and organizations at discounted prices and produces Planning Kits, Planning Guides, and How-To Guides under various titles, including:

- **School is What WE Make IT! A Parent Involvement Planning Kit** 24.2
$5.00 for PTA's, $20.00 for nonmembers
Contains tools and ideas for promoting parent involvement in school as well as tips on observing American Education Week and Teacher Appreciation Week.

- **Parenting: The Underdeveloped Skill** 24.3
$10.00 for PTA's, $25.00 for nonmembers
Contains information, meeting ideas, parenting tips, resource lists, and reproducible handouts for holding parenting skills meetings and activities on such topics as stress, careers, diet, self-esteem, sexuality decision-making, and AIDS.

- **Our Kids Count. . .Count on the PTA** 24.4
$5.00 for PTA's, $20.00 for nonmembers
Contains tips and ideas for making parents and others feel that PTA membership is a welcome "must." Covers such issues as communication/public relations, leadership and knowing the PTA organization, reaching out, using National PTA and local resources, and the importance and planning of programs.

Parent Involvement Publications

Growing Up Confident: Making Your Child's Early Years, Learning Years 24.5
$12.00
A primer for parents of preschool children, the book covers such issues as bringing home baby, getting ready for kindergarten, and building self-esteem. Offers parents options for dealing with discipline, choosing preschool and child care, preparing for parenthood, and coping with the toddler years.

The National PTA Talks to Parents 24.6
$8.95
Provides practical advice on the important issues facing parents today, including latchkey kids, censorship, gifted-child programs, AIDS, homework, and drugs.

Parent Involvement: What Your PTA Can Do 24.7
$ .50
Planning guide that provides facts, ideas, and resources to help develop programs specifically for the PTA.

Making Parent—Teacher Conferences Work for Your Child 24.8
Single copy free
Hints about how parents can approach a conference with their child's teacher. Answers parents' concerns about what to expect, questions to ask, and how to follow up with an action plan.

Looking In On Your School—A Workbook for Improving Public Education 24.9
$1.00
A comprehensive guide for parents and PTAs who want to work with the school superintendent, school board, teachers, and other school staff to make their school the best it can be.

Discipline—A Parent's Guide 24.10
Single copy free
Presents helpful tips, such as praising a child for good behavior, setting limits and enforcing them, and avoiding nagging and power struggles.

Kids with Keys, Parents with Jobs. . .Who's in Charge (Latchkey Children) 24.11
Single copy free
Provides practical advice for parents considering leaving their children in self-care for part of the day. Offers options and what kids who stay at home alone need to know. Also available in Spanish.

Young Children and Drugs: What Parents Can Do 24.12
Single copy free
Tells parents how to reduce the chances their children will ever get involved with drugs.

How to Talk to Your Preteen and Teen About Sex 24.13
Single copy free
Offers advice on a sensitive subject with guidelines for topics to cover.

Help Your Young Child Learn at Home 24.14
Single Copy Free
Contains the basics for teaching young children at home. Included are ways to instill a love of learning, to motivate and to help children succeed in school, as well as activities to make learning enjoyable.

Help Your Child Become a Good Reader 24.15
Single copy free
Award-winning how-to guide, full of ideas for parents to help their children ages 3 to 6 become good readers. Contains tips on making reading activities fun, understanding the connection between reading and writing and choosing books children will like.

Children and Television—What Parents Can Do 24.16
Single copy free
Offers parents tips on how they can teach their children TV viewing skills. Includes what parents can do about time spent watching TV and the effects of violence and advertising on children.

Contact Persons

Tari Marshall, Director of Communications
Dawne Simmons, Public Relations Manager

National School Boards Association (NSBA)

1680 Duke Street
Alexandria, Virginia 22314
703-838-NSBA
FAX 703-683-7590

Overall Mission

NSBA is a not-for-profit organization of elected and appointed members that seeks the general advancement of public education through the unique North American system of representative and participatory government, whereby elementary and secondary school policy is decided by local school board members directly accountable to the community. 25

Parent Involvement Policy

NSBA's 1991-92 Policies and Resolutions state that:

"School boards should develop policies that support the concept of citizen advisory bodies and establish clear guidelines that define the task, composition, operation, duration, reporting and evaluation of such bodies. 25.1

School boards should make special efforts to involve parents and the public in the process of formulating educational policy. Such participation will enhance advocacy and give parents and the public a sense of proprietorship that will benefit the instructional program for all students. 25.2

Furthermore, excellence in education requires the active involvement of parents. Parents should: 25.3

(a) stress the importance of education to children;
(b) assume the responsibility to prepare their children to respect the rules of conduct of the schools;
(c) recognize their partnership in the educational process by participating in parent-teacher conferences and other such activities; and
(d) assume an active role in promoting community support for the schools."

Parent Involvement Publications

First Teachers: Parent Involvement in the Public Schools 25.4
$15.00

Contact Person

Jeremiah Floyd, Associate Executive Director

National Urban League, Inc. (NUL)

500 East 62nd Street
New York, New York 10021
212-310-9214

Overall Mission

NUL is a community service organization that provides a wide variety of direct service programs through its network of 113 affiliates. The League serves as a forceful advocate for blacks, minorities, and the poor, conducts extensive research into conditions within Black America, and functions as a bridge between the races. It provides assistance in the areas of employment, housing, education and social welfare, teen pregnancy, single female-headed households, political empowerment, and crime in the black community. 26

Parent Involvement Focus

The Urban League Parent Involvement Program provides information to parents in school policy, governance, curriculum selection, and postsecondary education. Parents are trained to effectively interact with teachers and school administrators and to utilize various proven strategies to advocate for their children. 26.1

Parent Involvement Activities

Services

The League provides parents with homework assistance training; college admissions and financial aid counseling; and training for at-home math and science activities. 26.2

Programs and Projects

One of the main goals of the National Urban League is to fulfill the organization's overall mission through education and using direct service and advocacy. The Urban League National Education Initiative is a five-year effort to improve the academic achievement of African American students. The NUL and its affiliates responded to the well-documented educational crisis faced by African American students by passing Resolution on Public Education at the organization's Delegate Assembly in July 1985. This resolution established education as a priority program area and called upon NUL and its affiliates to establish programs to improve education outcomes for African American public school students through mobilization of existing resources for parents, schools, and community groups. Phase II of the Education Initiative was launched in September 1991. 26.3

NUL affiliates nationwide have established a wide variety of parent involvement programs to support the development and educational achievement of African American students. These include programs to support:

- Home-school communication: Newsletters, transportation for parents to parent-teacher conferences, and conference preparation. 26.4
- Parents as learners: Workshops on parenting skills, courses in supporting student achievement, self-esteem and self-confidence, teen parent education programs, early childhood and family education programs, parent support groups, and workshops in school behavior and discipline. 26.5
- Parents as teachers: Home learning activities, parent resource centers, academic preparation and counseling for postsecondary education, parent-child computer classes, family math, and preschool math/science curriculum. 26.6
- Parents as advisers: Advocacy training, parent advisory committees, middle school monitoring and analysis, parent involvement surveys, parent leadership courses, issue forums, and parent empowerment workshops to build parent leadership and mobilization skills. 26.7

Training

NUL offers training in the following areas:

- Effective Black Parenting 26.8
- Math-Science Achievement 26.9
- Parent Advocacy 26.10

Parent Involvement Publications

On the Right Track 26.11
Research study on academic tracking which includes parent focus groups as part of the research. Parent materials are under development.

What Students Need to Know 26.12
Provides information on what students need to know and be able to do to succeed in school, in college, and in the workplace. It makes specific recommendations on how parents and other adults can help monitor homework, provide informal educational experiences, and assist in the areas of Art, English, Foreign Languages, Math, Science, and Social Studies. Identifies organizational and written resources for continued support and assistance. The manual was prepared with assistance from The College Board.

Contact Person

Ms. Adrian A. Lewis, Project Director, Parent Involvement Project

The Parent Institute

P.O. Box 7474
Fairfax Station, Virginia 22039
703-323-9170
800-756-5525
FAX 703-323-9173

Overall Mission

The Parent Institute is an independent, private agency which seeks to encourage parent involvement in the education of their children. 27

Parent Involvement Focus

The Parent Institute supports public policy that recognizes the essential role parents play in education and the significant resource parents can be in educational programs. The Institute encourages school district and individual school building policies that welcome parents as partners in the education of children. 27.1

The Institute encourages parents to accept their role as children's first and most influential teachers, and to understand that children are always learning—in and out of school. The Institute encourages parents to support the work of schools and help children learn at home as well as at school.

Parent Involvement Publications

Parents Make the Difference! Practical Ideas for Parents to Help Their Children 27.2

A four-page newsletter of practical ideas for parents with children of all abilities in kindergarten through ninth grades. The newsletter is distributed by schools to parents. Topics include: Making Time Count, Reading to Your Child, Building Self-Esteem, Discipline, Solving School Problems, Motivating Your Child, Building Responsibility, Reinforcing Learning, and Homework. Published monthly September through May.

What's Working in Parent Involvement 27.3

A six-page newsletter for school staff and parent group leaders summarizing the best parent involvement programs that are working in schools across the country. Regular topics include: Reaching the Hard to Reach, Communicating with Parents, The Home-School Team, The Changing Family, Facts You Can Use, Research Notes, Teaching Parenting Skills, Successful Ideas for Staff, Parents Helping Parents, Successful Parent Groups, and Parent Involvement Resources. Published monthly September through June.

The Parenting Series

Simply-written, inexpensive 16-page booklets on topics educators have identified as high priority for helping parents help their children. Prices range from 35 cents to 85 cents each depending on quantity ordered. Topics include:

- **25 Ways Parents Can Read With Children. . .and Help Them Do Better** 27.4

Helps parents learn how important reading is to every aspect of learning—in school and out. Reviews specific ways to take advantage of learning activities while reading with children and gives parents ideas and examples of how to share time together while reading and build a child's love for reading and learning.

- **25 Ways Parents Can Build Children's Self-Esteem. . .and Help Them Do Better in School** 27.5

Helps parents build children's sense of their own worth and gives them specific things they can do to build on the strengths every child has and help them feel good about themselves. The booklet shows parents how to have the most influence in shaping their children's sense of self-worth.

- **25 Ways Parents Can Build Responsibility in Children. . .and Help Them Do Better in School** 27.6

Gives parents ideas on a topic school leaders say is among the most important for school success and helps them understand why a good sense of responsibility is critical to a child's future—in school and life. Shows parents the importance of helping children learn the consequences of their actions.

- **25 Ways Parents Can Talk and Listen to Children. . .and Help Them Do Better in School** 27.7

Helps parents understand the importance of listening and talking to children. Shows parents how they can help children translate their thoughts and ideas into words so they can do better in school and on the job. Also stresses how talking and listening to children, and spending time with them, are essential ingredients in showing parents' love of children and building their sense of self-worth.

- **25 Ways Parents Can Motivate Children. . .and Help Them Do Better in School** 27.8

Focuses on why motivation is so important to children's behavior at home and at school. Tells parents why a good attitude is critical and why a child who believes the glass is "half-full" rather than "half-empty" has a better outlook on any job or school work. Includes specific ways parents can motivate children to do chores, school work, sports, and other activities.

- **25 Ways Parents Can Help Children Learn. . .and Help Them Do Better in School** 27.9

Gives parents tips on how to make their home rich with a feeling of learning. From reminder messages on the refrigerator, to the telephone, to the child's bedside, this booklet points out opportunities for learning that parents may overlook and gives them parent-tested tips on ways to help children learn math, science, social studies, and writing.

Contact Person

John H. Wherry, President

School Council Assistance Project

College of Education
University of South Carolina
Columbia, South Carolina 29208
803-777-7658
1-800-868-2232

Overall Mission

The School Council Assistance Project is a university-based organization that provides training and technical assistance to the state's School Improvement Councils, which are legislatively charged with the responsibility of assisting the principal in the development, implementation, and monitoring of school improvement. 28

Parent Involvement Focus

The School Council Assistance Project seeks to support the parent role in collaboration with students, teachers, and community members as effective members of the local School Improvement Councils and to provide training in support of the improvement efforts to increase parent involvement. 28.1

Parent Involvement Activities

Training

- Offers training to all schools in South Carolina at no cost. Training is offered in workshop and video format with emphasis on the involvement of parents and community members in the council operation as well as a focus on school improvement initiatives in parent involvement. 28.2

Parent Involvement Studies and Publications

School Improvement Council NEWS 28.3
Free
Newsletter published 6-8 times per year. Includes useful information on outstanding council activities, current effective schools research findings, news items of national, state, and local interest, council training tips, and a calendar of upcoming council events.

School Improvement Councils: A Guide to Effectiveness 28.4
$10.00, 100 pp.
Provides examples and advice and includes sections on roles and responsibilities, communications, effective school assessment, planning, and decisionmaking.

Handbook for Writing the School Improvement Plan 28.5
(in press)
A planning process for developing the School Improvement Plan with emphasis on data collection and systematic monitoring of progress. Includes actual examples of how to write objectives and samples from School Improvement Plans and Summary Reports.

Contact Person

Dr. Jean M. Norman

Other Organizations

The following NCPIE member organizations may also offer services, programs, and publications related to parent involvement. However, this information was not available at press time.

American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036-2412
202-293-2450

Council for Educational Development and Research (CEDaR)
1201 16th Street, N.W.
Washington, D.C. 20036
202-223-1593

The Council of The Great City Schools
1413 K Street N.W., Suite 400
Washington, D.C. 20005
202-371-0163

National Association of Social Workers
7981 Eastern Avenue
Silver Spring, Maryland 20910
301-565-0333

National Council of La Raza
810 First Street, N.E., #300
Washington, D.C. 20002-4205
202-289-1380

National Middle Schools Association
4807 Evanswood Drive
Columbus, Ohio 43229-6292
614-848-8211

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